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The BUSINESS EDUCATION WORLD

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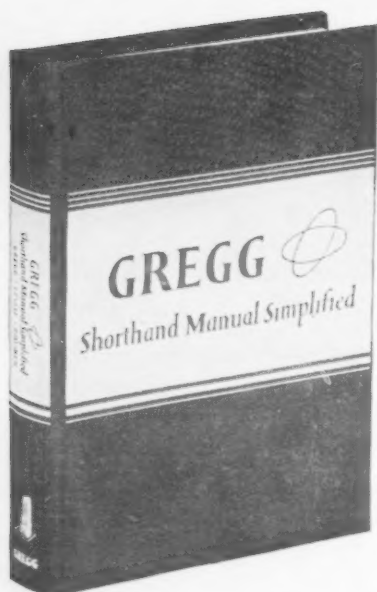
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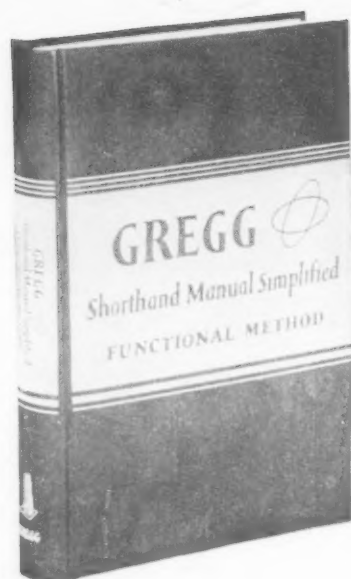
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- WORD LIST FOR GREGG SHORTHAND SIMPLIFIED, "the new shorthand dictionary," listing over 30,000 words alphabetically; ready in June.

The BUSINESS EDUCATION WORLD

VOL. XXIX No. 9

Editor and Publisher

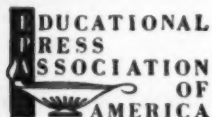
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Business Is Back

Trends in Business Education—VIII

ONE OF the trends that have characterized our field in the past decade is the greater emphasis on the *business* in business education. After a decade—the 1930's—of retreating from vocational standards, business education has snapped back. Once more the opinion, counsel, and support of business are sought.

This reversal may have been caused by the fearful war we recently experienced, for war always emphasizes the practical and glorifies the technical. It is equally likely, however, that the current redirection of our program, the new crystallization of our objectives, is the result of the cumulative effect of some of the trends previously discussed in this series of editorials.

The trend to extract from vocational courses the nonvocational information and to package that nonvocational material in a basic business course for everyone has helped clarify our objectives in the vocational courses. The growing interest in business education by guidance officers, especially those engaged in placement activities, has brought us a new agent for liaison with business.

The growing recognition of a need for small-business courses has broadened the vocational horizons of business education. The growth in distributive education, an epic development very largely directed by businessmen themselves, has emphasized the importance of the businessman; and the renewed accent on our vocationalism has caused us to rejoin him in a partnership we previously had abandoned.

REGARDLESS of the cause of the phenomenon, there are many evidences that support our belief that business has returned to business education. Some of the evidences are conspicuous to editors: the growing number of news releases about schoolmen-businessmen clinics and workshops; the growing number of articles suggesting that teachers make more use of community business houses as a source of learning aids and experiences; the growing number of reports about community job-requirement surveys and follow-up studies of graduates;¹ and so on.

¹ Until a year or two ago, reports of these surveys and studies were actually sought by editors; now, however, such reports pour in as a stream, indicating that the practice of making surveys is now very widespread—as it should be.

There are other evidences, too. More businessmen are appearing as speakers at our conventions. More convention programs and more magazine articles are dealing with business standards. More educators are attending NOMA's education-night programs and investigating the NOMA-UBEA Business Entrance Tests. More businessmen's groups are talking about training programs and co-operative programs and school counseling.

Teachers, too, turning to business for the work experience being demanded of them, are closer to the businessman. In increasing numbers, the students participating in work-study "co-op" programs are bringing business back into the classroom. Businessmen themselves are appearing as guests in more and more classrooms and, particularly in the distributive field, are appearing as competent instructors. The publications of businessmen are urging co-operation on their readers in much the same way that business-education journals are on their readers.

Indeed, if a single statement can summarize this entire series of editorials about trends in business education, it is this statement: *The 1940's have seen business come back into business education.* Let's keep it this way!

Summer

There is no doubt that "summer is icumen in": the BEW is receiving a stream of news notes about summer-session programs and conferences. In this month's *Letters*, for example, are the names of three more institutions that are offering earn-while-you-learn graduate courses in work experience for business teachers (see page 521). Already published is a summer-session directory (April, page 456 ff.), to which the following is added.

SUMMER SCHOOL SUPPLEMENT

CONCORD COLLEGE, Athens. Two terms: June 6-July 15; July 18-August 20. David

Attend Summer School in the Colorful Southwest

June 6—July 15
July 16—Aug. 19

Highlands University, located in the northeast corner of New Mexico, offers you the ideal combination of cool climate and mountain recreational facilities that will make your summer school a highly enjoyable experience.

Faculty: Dr. Paul Lomax, of New York University, who will be on the campus during the first part of the summer session, heads the guest faculty that also includes Dr. J. Bryce Sardiga, of Arizona State at Tempe, and Mrs. Gertrude Bates, of Loveland, Colorado. Vernon Payne, head of the Highlands University business administration, will direct the program.

Courses: A complete program of graduate and undergraduate courses will be offered. A card will bring you a catalogue.

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HIGHLANDS UNIVERSITY
Las Vegas, New Mexico

Kirby, Dean; Cloyd P. Armbrister, Department Head.

SOUTHERN IDAHO COLLEGE OF EDUCATION, Albion. June 6-July 15. Neal M. Nash, Director; D. H. Verry, Department Head.

TEXAS CHRISTIAN UNIVERSITY, Fort Worth. Two terms: June 6-July 16; July 18-August 28. Dr. Ellis M. Sowell, Dean; Dr. Ruth I. Anderson, Department Head.

UNIVERSITY OF CALIFORNIA, Berkeley. June 20-July 30.

UNIVERSITY OF CHICAGO, Chicago, Illinois. Two terms: June 28-July 29; August 1-September 3.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 27-August 5. W. L. Einolf, Department Head.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 20-July 30; August 1-August 27. John D. Cooke, Director; Dr. Earl G. Blackstone, Department Head.

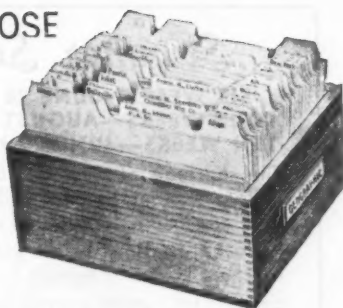
HIGHLANDS ROUNDUP

Most unique announcement is one by the New Mexico Highlands University (Las Vegas): The Southwest Business Educa-

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Summer Session

SIX WEEKS—JUNE 20 to JULY 30
FOUR WEEKS—AUGUST 1 to AUG. 27
TEN WEEKS—JUNE 20 to AUGUST 27

The shortage of qualified business teachers indicates promotional possibilities for those with advanced degrees.

Reduced tuition rates are provided for teachers in active service.

SPECIAL OFFERINGS: Practicums and workshops in which the student can study, under expert supervision, those phases of Business Education that interest him most. New Speed-Typing techniques and psychology.

OFFERINGS: Typing, Shorthand, Filing, Selling, Office Machines, Business Education Methods in Various Fields, Supervision and Organization of Business Education, Office Management, Accounting, Business Law, Economics, Finance, Personnel Management, Trade & Transportation. Strong supporting courses in Education and Liberal Arts.

Write for Summer Session Bulletin

THE UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles 7, California



Summer Course for Shorthand Teachers

SIMPLIFIED GREGG SHORTHAND

for presentation by both Functional and Traditional methods

Two Weeks Only
June 27 through July 8

Instruction under the direction of Mrs. Margaret O'Neill Miller, head of the Shorthand Department of The Washington School for Secretaries, Washington, D. C.

Combine a vacation in the Nation's Capital with a study of the new Gregg under the instruction of an expert teacher.

Information on tuition, schedules, and registration will be sent promptly on request.

The Washington School for Secretaries
National Press Building, Washington 4, D. C.

tion Conference (June 17-18) sponsored by the University, will bring back to the campus five distinguished business educators each of whom has at one time been head of the University's Business Education Department: Dr. Paul S. Lomax (New York University), who headed the department in 1916-1918; Dr. Sam Wanous (University of California at Los Angeles), 1930-1934; Dr. Lloyd V. Douglas (Iowa State Teachers College), 1934-1937; Robert E. Slaughter (vice-president, Gregg Publishing Company), 1937-1938; and Dr. E. Dana Gibson (San Diego Teachers College), 1939-1947.

COLUMBIA DEMONSTRATES

Teachers College, Columbia University will present two conferences this summer—one on the new Gregg Shorthand program (July 15-16) and one on typewriting instruction (July 27-28). The first of these will be a repeat performance for Columbia, for it was at Columbia that the unveiling of the new *Gregg Shorthand Manual* took place on February 5. This second performance, however, will be characterized by three demonstration lessons rather than by formal addresses. Demonstrators will be Priscilla Moulton (Bryant College), Dr. John L. Rowe (Columbia), and Louis A. Leslie (coauthor of the Gregg revision).

The typing conference will feature six demonstration lessons—by Doctor Rowe, Catherine Stevens (Teachers College of Connecticut), Sister Marie Enda (Holy Rosary Convent, New York City), Mary Connelly (Boston University), Miss Moulton, and Dr. D. D. Lessenberry (University of Pittsburgh).

THREE-RINGED CIRCUS

The most creative conference planning of the year is the co-operative effort of three Midwestern universities in presenting a three-ringed business-education circus that will appear on the campus of each: University of Michigan (July 12-13), Northwestern University (July 14-15), and Ohio State University (July 18-19).

The word "circus" is not used idly: the programs call for variety, audience participation, some theatrics, name personalities, refreshments and entertainment, and fundamental and thorough discussion of three important business-education topics, all combined in three half-day sessions and intervening social events. This program



You're wrong, teacher. Miss Jones has simply taught her students a typing short cut with a sheet of carbon paper.

You, too, can speed up your class' progress by supplying them with MultiKopy Micrometric Carbon Paper. With Webster's exclusive numbered scale, your students can space their work properly on a page. At a glance,

they know at all times how many lines remain to be typed.

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planning is the result of an experiment conducted at Ohio State University last summer by Dr. J. Marshall Hanna, who wanted to make his conference both informative and interesting. So successful was his experiment that its features have been included in the unusual program by the three institutions this summer.

Each school will present the same program and same principal speakers—Dr. M. Herbert Freeman (State Teachers College, Paterson, New Jersey) and Alan C. Lloyd (editor of the *Gregg News Letters*, the *Business Education World*, and *The Gregg Writer*)—supported by campus, state, and regional leaders. Each of the three sessions is different.

The first session on each campus will tell "What a Business Teacher Must Do to Earn His Salary." The session opens with a brief address by Doctor Freeman, "What We Should Teach in the Business Subjects," after which the audience will be divided into small groups to prepare challenges and comments on Doctor Freeman's address, under the guidance of group leaders. Reassembled, the audience will, under the conference chairman, prod Doctor Freeman to defend his point of view—or to amend it.

The second session on each campus will be a jury trial in which Doctor Freeman is the defendant pleading the question, "Do We Need a Basic Business Education Program?" and Mr. Lloyd is the prosecuting attorney. After hearing Doctor Freeman plead his case, subject to cross-examination by Mr. Lloyd, the audience will divide into small juries to weigh the evidence. Reconvened as a whole, the audience, sparked by the group leaders who served as jury foremen, will further examine and cross-examine the speaker before coming to a final "verdict."

The third session will be a more formal presentation by Mr. Lloyd: "The New Look in Gregg Shorthand." Mr. Lloyd will review the nature of the revision of Gregg Shorthand, both in shorthand theory and in shorthand teaching practices, to explain the changes that the new Gregg Simplified program will make in teaching and in curriculum planning. A question-and-discussion period, in which the group leaders and members of the audience participate, will follow Mr. Lloyd's presentation.

This program is the result of the planning efforts of Jack Trytten (Michigan),

J. Marshall Hanna (Ohio), and Albert C. Fries (Northwestern), who hope that it will serve better their local areas and the students attending their summer sessions.

GREGG REVISION SPOTLIGHTED

Many institutions—one can almost say *most*—that are planning summer conferences are scheduling at least one session to review the changes in the new Gregg Shorthand simplification. Members of the Gregg staff are "booked" for presentations from coast to coast. A schedule of these presentations will be included in the June issues of the *Gregg News Letters* and the BEW.

Schools

IN THE NEWS

Bryant College may become a part of Brown University: A bill has been introduced in the Rhode Island legislature to make Bryant College a tax-exempt, non-profit institution that eventually would be offered as a gift to Brown University. The College, now owned privately by Dr. Harry Loeb Jacobs, would receive a new charter and would appoint eleven trustees. The offer includes twenty-two buildings, with a present valuation of nearly \$1,000,000; and the transfer would take place in 1960 or upon the death of the present owner.

Gem City Business College (Quincy, Illinois) sponsored The Mississippi Valley High School Commercial Teachers' Clinic on April 2. So many teachers attended that the meetings had to be held in the Quincy High School auditorium instead of the College auditorium.

The University of Chicago is including in its summer offerings a "field of concentration" in basic business instruction as part of the master's degree program.

Pace Institute, one of the historic business-education centers (founded in 1906), has been rechartered as Pace College and is authorized to grant degrees. Robert S. Pace continues as president.

Elizabethton (Tennessee) College of Commerce is still growing rapidly: newly organized is a Department of Industrial Engineering, to be headed by Dr. A. F. Cochrane.

Northeastern University (Boston) has



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BURROUGHS



CALCULATORS

The New Gregg Shorthand Manual

will be presented to secretarial teachers by
Louis A. Leslie and Charles E. Zoubek
this summer in three one-week

GREGG COLLEGE SPECIAL SUMMER SEMINARS

July 11-15. For high school teachers. Staff:
Charles E. Zoubek, W. W. Lewis, and others.

July 18-22. For high school teachers. Staff:
Louis A. Leslie, W. W. Lewis, and others.

August 1-5. For private school teachers. Staff:
Charles E. Zoubek, W. W. Lewis, and others.

These special one-week seminars replace the longer summer-session classes formerly held for teachers. Registration fee is \$5. Each seminar will include not only an orientation in Gregg Shorthand Simplified but also a review of teaching methods in typing and transcription.

For full details write at once to

PAUL M. PAIR, DIRECTOR

THE GREGG COLLEGE

37 South Wabash Avenue, Chicago 3

gone in for personal typing: the school has set up a laboratory of twenty new typewriters where instruction is given in off-hour class periods and where students may use the machines for their own typing at other times of the day. Although noncredit and voluntary, the course has the enthusiastic interest of faculty and students.

GREGG COLLEGE HAS NEW SUMMER PROGRAM

If you want a one-week orientation course in the New Gregg Shorthand Simplified, with instruction by the authors of the revision, you will be interested in the summer program announced by The Gregg College.

In place of the usual six weeks' program, The Gregg College will offer three special seminars, each one week long: July 11-15, for high school teachers; July 18-22, also for high school teachers; and August 1-5, for private-school teachers. CHARLES E. ZOUBEK, LOUIS A. LESLIE, W. W. LEWIS, and other members of the Gregg staff will serve as instructors. Mr. Zoubek will be present at the first and third seminars; Mr. Leslie will be present at the second.

Each seminar will emphasize teaching procedures for the new *Gregg Manuals*, but will also include methods training in typewriting and transcription. The seminars will be conducted as workshops.

Reason for change in program: Many teacher-training institutions are offering in their summer programs full courses in shorthand methods, and these courses will include training in the new *Manuals*. But there is need for a short course for teachers who cannot plan a full summer's attendance—and The Gregg College "summer seminars" are designed to fill that need for one-week orientation courses.

For full information or for immediate advance registration (the fee is \$5), write to PAUL M. PAIR, director, The Gregg College, 37 South Wabash Avenue, Chicago 3.

People

BUSINESS APPOINTMENTS

DR. IRVEN TRAVIS, for the past year a consultant to the Burroughs Adding Ma-

chine Company, has been appointed to the newly created position of Director of Research for the firm. Doctor Travis, while continuing as a professor at the University of Pennsylvania, will assume direction of the new Burroughs Research Laboratory in Philadelphia.

COLLEGIATE APPOINTMENT

FRANCES RECK, from Municipal University at Wichita, Kansas, to assistant professor of secretarial science and supervisor of the college Mimeographing Department at the Mississippi State College for Women, Columbus.

PROMOTION

MARGUERITE GOEN, from associate professor in secretarial science, to student counselor at the Mississippi State College for Women, Columbus.

DOCTORATE

HARVEY A. ANDRUSS, president of Bloomsburg (Pennsylvania) State Teachers College, Doctor of Education, from the Graduate School of Pennsylvania State College. Dissertation: "The Development of Pennsylvania State Teachers Colleges As Institutions of Higher Education (1927-1948)."

BEREAVEMENTS

• CHARLES A. CAMPBELL, long one of the deans of business education in New England, died on March 27, two years after his retirement from the High School of Commerce, in Springfield. He had taught business subjects in Springfield high schools since 1908 and was well known as a master of shorthand.

• H. H. MACFARLAN, principal of Technical High School in Miami, Florida, died on January 25. Beloved by the students and faculty of the schools, Mr. MacFarlan made great contributions to the improvement of Miami business education.

Letters

GRADUATE WORK EXPERIENCE

DEAR BEW: I want to tell you how much I appreciate the announcement you gave to my teacher work-experience course [March, page 390]. As a direct result, I think, of this one announcement, I have had requests

for admission from all corners of the country and have already had to close the enrollment. We cannot take more than twenty-five business teachers this first time . . .

—*Dr. Irene Place, Assistant Professor, University of Michigan.*

NOTE: The BEW is happy to learn that so many teachers applied for admission in Doctor Place's graduate-credit, earn-while-you-learn course of supervised work-experience for business teachers. The BEW has since received word of similar courses:

DEAR BEW: We, too, will be offering a job-experience course this summer. It carries graduate credit for students who secure experience for three months in supervised offices in Oklahoma City. The students work forty hours a week in at least eight different positions in large offices. We started this course last summer, and we reported its success in the *January Clearing House*. Our enrollment is not yet closed.—*Dr. Harry Huffman, Associate Professor, University of Oklahoma, Norman, Oklahoma.*

DEAR BEW: . . . We have planned such a course for the coming summer session here at Syracuse . . . It is designed for advanced in-service training of business teachers. It will combine business experience, job analysis, research, and specific curriculum building. The teacher-worker is paid a salary comparable to other workers performing similar duties. The course is identified as "Secondary Education 275, Business Education Workshop." Applications and inquiries are welcome.—*Dr. O. Richard Wessels, Head, Department of Business Education, 101 Slocum Hall, Syracuse University, Syracuse 10.*

DEAR BEW: . . . and we will be launching our *second* program of this type this summer. We have not previously announced the program because we plan to limit the work-experience graduate group to about fifteen business teachers.—*Dr. J. Marshall Hanna, Journalism Building, Ohio State University, Columbus 10.*

MORE MOTIVATION IN TYPEWRITING

DEAR BEW: I enjoyed Miss Fitts's "Who Will Ring the Bell?" March B.E.W., page 401, very much. Perhaps you would like to add to your growing list of motivation de-

vices one that I have used with success with my students: "Mt. Effort."

Each semester I mount on a large cork bulletin board a pyramidlike "mountain," with horizontal rules (the cliffs, you see) for each of several levels. At the top of the mountain is the highest figure expected for the semester's work, and each level is a step of 5 words a minute. For example, in the first-semester work, the figures range from 0 at the bottom to 45 at the top; in the second semester, from 15 at the bottom to 65 or 70 at the top.

Each student has his name typed on a small card, and this card is thumbtacked to the student's "height on the mountain" after each day's timed writing. When I have two classes, I put the cards on the opposite outside "slopes," so that we build up some competitive spirit between the two groups.

I have found this device to be a constant prodder to the students and a distinct help in building up both the desire for and the attainment of higher speed.—*Ralph Lenz, Head, Commercial Department High School, Princeton, Wisconsin.*

GRADE LABELS

Dear BEW: The article by Raymond Morgan "Let's 'Grade Label' Our Professional Literature," page 36 of the September B.E.W. sets forth the basis for a much needed service. For summer employment this year I worked for a group of chemists who submit articles to the *Journal of the American Chemical Society*. Before any article is published, it is reviewed by three referees. Their comments help the contributor to plan a better piece of writing and the publisher to maintain a high quality publication. There is, of course, a difference between a science report and a business-education article; but the aims for both should be the same—well-written material of real interest and value.—*Irma Franklin, Los Angeles 24, California.*

DEAR READERS

To a limited group of B.E.W. readers whose subscriptions had lapsed, the B.E.W. Circulation Department sent a penny and a note, "A penny for your thoughts . . ." Replies were numerous and interesting. Some of them:

"We have overdrawn our library budget. . . ."—Donaldsonville, Louisiana.

"Have been on leave. Next term, for sure. . . ."—Tracy City, Nebraska.

"We thought we could get along without it. We can't; so. . . ."—Richmond, Indiana.

"Expenses so high this year; hence . . . able to subscribe next year, as I consider you one of the best."—Boulder City, Nevada.

"The business teacher never came in to see it."—New York City.

"Forgot. Herewith. . . ."—Port Huron, Michigan.

"Been waiting for the smoke to clear away. Now glad to renew. . . ."—Newark, New Jersey.

"Commercial teacher never asked to have us renew it for her."—School superintendent in Oklahoma.

"I have not time to read it, personally, and the business teacher says she hasn't either."—School superintendent in Montana.

"We'd be glad to get a copy for each of our three business teachers if they'd just say they want them."—School administrator in Ohio.

"Never mind the subscription business. How did you duplicate that letter?"—Troy, New York.

"I forgot to tell you I am married. I used my married name and new address when I renewed."—Philadelphia, Pennsylvania.

"Thanks for the penny. My thoughts aren't worth it."—Jacksonville, Florida.

"I did renew. Kindly stop writing me and leave me to read my B.E.W. in peace."—Sand Springs, Oklahoma.

"I moved and forgot to tell you."—Urbana, Illinois.

"Thanks for the reminder. I couldn't teach successfully without my B.E.W."—Los Angeles, California.

"School library subscribes for me now."—Santa Fe, New Mexico.

B.E.W. found that two principal reasons for dropping of subscriptions are these: leaving the profession (over half of replies; chief reason for leaving: marriage) and lack of funds ("haven't you heard about teacher's money problems?"). B.E.W.'s surprise discovery: one school administrator gets his own copy, uses it as a basis for creative supervision of his business teachers, and doesn't want them to know the source of his information.

Groups

NEW STATE OFFICERS

Recently elected officers of business-education sections of state educational associations include the following:

Alabama. LUCILLE BRANSCOMB (Jacksonville), president; MARGARET LINER (Birm-

ingham), vice-president; and MRS. LOTTIE THOMAS (Trussville), secretary.

California (Northern Section). RICHARD HOFFMANN (Auburn), president; GLENN BEEMAN (Elk Grove), vice-president; MRS. ELSIE CLEMENTSON (Del Paso Heights), secretary; and MARVIN FISHER (Sacramento), treasurer.

Mississippi. High School Division—J. W. BEDWELL (Decatur), chairman; and BESSIE JENKINS (Brookhaven), vice-chairman. Junior College Division—JOHN BURNS (Moorhead), chairman; and MARY HALFORD (Raymond), secretary and treasurer.

Washington (Western Section). DICK MOONEY (Edmonds), president; AWOLT STOLL (Seattle), vice-president; and MRS. KATHARINE ELLIOTT (Auburn), secretary and treasurer.

C.E.A. ELECTS OFFICERS

The following officers were elected at the annual spring convention of the Commercial Education Association of New York City and Vicinity at the Waldorf-Astoria on March 19.

ALICE OTTUN (Dean of Pace College, New York), president; SOLOMON C. STEINFELD (Franklin K. Lane High School, New York), first vice-president; ELLA S. SALTAN (Prospect Heights High School, New York), second vice-president; MORTON FUCHS (Jamaica High School, New York), treasurer; and MRS. CATHERINE B. DWYER (Vocational High School Division, Board of Education, New York), member at large.

FOR YOUR CALENDAR

May 6-7: Tri-State Business Education Association spring convention at the Stonewall Jackson Hotel, Clarksburg, West Virginia.

May 7: Annual state conference of the Pennsylvania Business Educators Association, Reading Senior High School.

May 13-14: Gold Rush Centennial Program, California Council of Business Schools, at Berkeley, California.

June 6-10: International Business Education Conference at the University of North Dakota, Grand Forks.

June 10-11: Second annual Business Education Conference, North Texas State College and Texas State College for Women Schools of Business, Denton.

June 17-18: Southwest Business Education Conference, Highlands University, Las Vegas, New Mexico.

June 26-July 1: Third annual Northeast Regional Business School Workshop, at the New York State College for Teachers, Albany.

PI OMEGA PI

The National Council of Pi Omega Pi, honorary business-teacher organization, recently held a business meeting at the Hotel Jefferson in St. Louis.

Outcomes: appointment of JACK R. NEILL (Miami University, Oxford, Ohio) to the job of national treasurer; initiation of a monthly newsletter, to be edited by MINA JOHNSON (Ball State Teachers College, Muncie, Indiana); recommendation that regional chapters hold joint meetings; and the development of a plan of merit ratings and awards for chapter activities, under the direction of DR. INEZ RAY WELLS (Ohio State University).

NEW INITIALS: "BERA"

"BERA" stands for Business Education Research Associates, a nonprofit group recently formed to analyze and solve problems confronting business schools. It is "a management service for business schools."

For some time the group has functioned on a temporary basis, but now the group has been officially chartered with the following persons as charter members:

GEORGE SPAULDING, Bryant & Stratton Business Institute, Buffalo; C. FRED BURDETT, Burdett College, Boston; HIRAM N. RASELY, Burdett College, Boston; JAY R. GATES, Dyke-Spencerian College, Cleveland; J. W. MILLER, Goldey College, Wilmington; THOMAS M. PEIRCE, III, Peirce School, Philadelphia; WILLIAM HAMILTON, Peirce School, Philadelphia; WALTER B. MCKEAN, Rochester Business Institute; ERNEST W. VEIGEL, JR., Rochester Business Institute; E. G. PURVIS, Strayer's Business College, Washington; L. C. SAUSEN, Duffs-Iron City College, Pittsburgh; ERNEST MAETZOLD, Minneapolis Business College; M. O. KIRKPATRICK, King's Business College, Charlotte, North Carolina.

PROFESSOR FREDERICK G. NICHOLS has been co-operating closely with the organization in its preliminary studies.

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May 1949

Democracy at Work in Supervision

■ I. DAVID SATLOW
Thomas Jefferson High School
Brooklyn, New York

SUPERVISION should reflect the culture in which it functions. As ours is a democratic society, schools should train for democratic living. This can best be effected by making the school situation one in which democracy is a functioning reality.

The etymology of the word *supervision* has historic interest, for it is indicative of its early connotation. Stemming from the Latin (*super* + *videre*), the word refers to the act of "looking over" the teachers. Teachers of a former era were often ill prepared for their tasks; a person who had superior training was engaged as supervisor to act as their overseer, or inspector. With improvement in preservice training and with the expansion of in-service training of teachers, however, the older function of "overseeing" has become an anachronism. In many communities the teacher of today has a far better preparation than had the supervisor of yesterday. The spread of tenure for teachers and the decline in teacher turnover have led to a stability of teaching staff. These facts, together with the growth of the democratic concept in education, offer challenges to the department head who is sensitive to education needs.

In a democracy, we have many individuals with differing backgrounds and divergent points of view. These individuals work together toward the realization of common purposes. In the process of working together toward the attainment of common goals, the various members of the group recognize one another's individual personalities. There is respect for the other fellow's opinion and regard for his rights. Goals and methods of arriving at them are discussed and agreed upon by the group. Each individual may have his own way of doing things; but in those areas in which group decision is deemed feasible, the individual yields his way for that of the group.

Because democracy is an evolving affair, responsive to the will of the people concerned, and because people and conditions change, there is a feeling that the final answer has not as yet been arrived at, that, with changes in human knowledge resulting from changed conditions, our techniques require constant re-appraisal and revision.

The principle of democracy in administration and supervision is not confined to any single phase of the department's activities. Its techniques can be applied to the solution of any departmental problem or to the functioning of any supervisory or administrative area—whether it is the agreement on objectives of the several subjects taught, the apportionment of

content among the several grades, the setting up of achievement standards, the selection of textbooks, the devising of supplementary instructional materials, the devising of a testing program to determine pupil growth or syllabus adequacy, the grouping of pupils for instructional purposes, the organization of departmental extracurricular activities, the designation of grade leaders, the selection of recipients of departmental honors and awards, or the distribution of departmental chores.

Any of these departmental needs can be approached in a dictatorial fashion or can be treated in a democratic fashion. We can ill afford to fall victim to the notion that democracy is at work every time teachers participate in some departmental activity. The severest tyrant will get one teacher to prepare supplementary materials on a given topic, another teacher to address the departmental conference, a third to designate the winners of departmental awards. The functions performed by these three teachers are evidences of teacher participation but certainly not of democracy.

How does democracy differ from dictatorship in the functioning of a department? In the dictatorial approach, decisions emanate from above: the department head decides what is to be considered, and when and where. In the democratic approach, decisions stem from below: the department members make the decisions. Exactly how does this work out in practice? Let us examine several situations.

Situation 1: Conferences

A periodic departmental conference is required. The planning for the conference can be done by the supervisor—or by a conference planning committee. The meeting itself can be a monologue on the part of the supervisor—or it can be a discussion on the part of the department members. Rules and regulations may be announced by the chairman—or decisions may be arrived at by the group. Different persons may be named by the department

head as being responsible for specific jobs—or persons charged with the responsibility may be selected by the department. It is easy to see that the staff meeting can be a living example of democracy at work.

The democratic chairman's regard for the personality of each department member is revealed in his conduct of departmental conferences. The meeting is not a soliloquy by the department head but an occasion for sharing in which all participate in the discussion and formulation of policies. The supervisor may present a problem; but, from that point on, he acts solely as chairman, throwing the question open for discussion by the group. He carefully curbs his temptation to join in the discussion until all have had an opportunity to present their views. He encourages the reticent members to bring their experiences and abilities to bear in the solution of the problem under consideration.

Only after the various teachers have had their say does the chairman participate in the discussion. Here, caution must be exercised to prevent department members from feeling that their "wings are being clipped"; for, once teachers get the feeling that they cannot differ publicly with their supervisor, departmental rapport will be on the downgrade. Some teachers will refrain from expressing themselves; others will take a stand that they know is diametrically opposed to that of the supervisor; still others may seek to curry favor by mouthing what they think the supervisor wants to hear. As a result, the very purpose of the conference technique will be defeated.

As most of the problems facing one teacher are either faced or will be faced sooner or later by the other teachers, the motivation for group discussion is present. Such questions as adequacy of background of incoming pupils, comparative devices for teaching a specific unit, grade placement of a given unit, achievement standards, testing program, or advancement from grade to grade concern all department members. The collective ex-

perience of the group can provide a collective solution that will be supported by interest. Each teacher sees the problem, agrees on the need for a solution, recognizes various points of view, and joins in formulating a plan of action that will reflect consideration of the many facets of the problem.

Because each teacher feels the problem and is aware of the need for a solution, and because each teacher shares in the deliberations for a common solution, all will follow wholeheartedly the decision handed down by the group. Failure to do so will be a social offense, constituting a breach of faith with one's colleagues. That group decisions are more effective than edicts handed down from above will be borne out by experience: when the supervisor hands down an edict, one finds that the edict has to be repeated periodically; when the group arrives at a decision, periodic reminders concerning the decision are not necessary. In other words, while group decisions require more time than autocratic announcements, their effect is of greater duration.

The acceptance of a group decision does not necessarily mean a stifling of individual effort, nor does it necessarily require resignation to fate on the part of any one. It simply means that, in those areas where uniformity is considered desirable, it is agreed upon. The give-and-take of the workings of democracy requires yielding in some respects on the part of each person; in return he is rewarded by the yielding in other respects on the part of the other members of the group.

Situation 2: Examinations

The school requires a mid-term exami-

nation at the end of the ninth week. Under autocratic supervision, the supervisor writes the examination and keeps its contents secret from all. In some instances, the supervisor has department members write the examinations, but each teacher is pledged to secrecy. The test is a check-up on the teachers; hence, they are kept in ignorance of the content of the examination—even of its scope.

Under democratic administration, teachers join in the decision of work to be taught and in the formulation of the nature and scope of the examination. They designate one of their number to write the examination. The proposed copy of the examination is then submitted to the teachers for criticism as to adequacy, solvability within the time allotted, thoroughness, range of difficulty, ease of rating, and any other criteria that enter into the appraisal of an examination. The test is then revised in the light of the criticism received.

When all department members feel personally responsible for the entire testing program, each teacher seeks to improve its quality. Previously, derogatory remarks were directed against the supervisor; now, whatever shortcoming is revealed in the setup of the examinations is accepted as the result of departmental effort and is attacked accordingly. Improvement of examinations becomes the concern of *all* department members, not of the department head only.

What is the department head's function in a program of this kind? *Education, inspiration, and co-ordination.* He educates the staff in newer techniques of testing; he inspires the members of the staff to adapt these techniques to their fields; he co-ordinates their efforts and facilitates wholesome and desirable ac-

.....

■ Doctor Satlow is well known to B.E.W. readers as the author of many articles about supervision and administration. He is himself chairman of one of the largest business-education departments in American secondary schools. He presents here the first of four valuable contributions for those who are or aspire to be business-education supervisors.

tivity. As the department leader, he makes himself available for a conference on the examinations before they are reduced to final form and does not hesitate to criticize any paper or question that is not in keeping with sound principles of testing.

Situation 3: Adoptions

The department head feels that a certain textbook is inadequate. The book had been in use for a number of years; then came the war, followed by a new state syllabus and a new city syllabus. An apportionment of the school's textbook allotment makes possible the purchase of a new text.

A number of questions present themselves: Should the same edition be re-ordered? Should a later edition be requisitioned? Should a book by another author be purchased? Or should the total of 250 copies be distributed among several authors?

Under the old type of departmental administration, the chairman makes the decision. Under the newer type of administration, the teachers of the subject get together and evaluate the various textbooks for the purpose of determining which of the books meets their needs most satisfactorily. The department head does not delegate the problem to them but meets with the teachers of the subject and even invites several others who are experts in the subject and well versed in the demands of the teaching situation though not teaching the subject this term.

What is the supervisor's role in this situation? He approaches the principal to obtain the necessary funds, keeps himself informed of the latest developments in the textbook field, sees to it that a complete assortment of the available textbooks is on hand for analysis by the group, and facilitates the meeting of the teachers concerned. He joins in the discussion, bringing to it the benefit of his experience and maturity and assures himself that no one view is foisted on the group.

Situation 4: Experiments

Miss A approaches the chairman with the suggestion that the department experiment with block promotion (a system whereby the entire class is promoted as a unit and programmed as a unit with the same teacher) in third-term bookkeeping. Under autocratic supervision, the chairman could either accept or reject this suggestion. Under democratic supervision, the chairman replies that the proposal will be submitted to the department members for discussion and decision. The matter is placed on the agenda for the next department conference. The supervisor is impartial, permits all points of view to be presented, and calls for a vote. Once the vote is taken, the translation of the policy into action becomes the duty of the department head.

This situation differs from the other three discussed in that, whereas the first three treat of larger areas—conferences, testing, and textbook selection—questions of permanent departmental policy on matters of a recurring nature, this problem deals with an experimental situation. Its treatment, however, was presented as an indication of the degree to which democratic procedures can be applied toward the exploration of new and unbeaten paths.

The decision of the group may be a sound one; it may be a poor one. The same, however, is true of an autocrat's decision. The only difference lies in the reaction of the group to a decision that subsequent experience proves unwise. In the case of an autocratic decision, there may be resentment, sulking, and even sabotage on the part of the group. In the case of a group decision, there may be disappointment; but, under sympathetic leadership, there is the determination on the part of the group to make the best of a bad bargain, to reconsider the experiment at a subsequent date, to try it under other conditions, or to abandon it entirely. This applies to any unsuccessful venture that is the result of group decision rather than of individual decision.

On the other hand, successful ventures that result from group action serve to weld group solidarity into a more integrated unit and pave the way for subsequent co-operative activities. There is little need to dwell on this point any further than to suggest that all values claimed by textbook writers for democracy in the classroom can apply with equal force to democracy in the department. If, in the textbook discussions of felt needs, group planning, and group participation, we substitute "teacher" for "pupils" and "supervisor" for "teacher," our point will be driven home.

Areas in Which Democracy Can Function

The foregoing situations offer merely four illustrations of how democratic procedures can be applied toward the solution of problems involved in the functioning of a department.

The possibilities are infinite; illustrations abound at every turn. Some of these include:

1. A study by the teachers of curriculum problems.
2. Agreement on objectives of each subject.
3. Development of syllabi and term outlines.
4. Improvement of articulation.
5. Agreement on units in the term's work.
6. Agreement on coverage in first days of the term.
7. Adoption of current business procedures.
8. Experimentation with course of study.
9. Experimentation with new units of work.
10. Establishment of achievement standards.
11. Co-operation in lessons planning.
12. Development of audio-visual library.
13. Development of centralized file of supplementary materials.
14. Experimentation with new devices.
15. Correlation with other departments.
16. Articulation with feeder schools.
17. Preparation of study guides.
18. Development of new testing program.
19. Improvement of remedial instruction.
20. Agreement on uniform rating schemes.
21. Development of departmental cumulative records for each pupil.
22. Construction of reference file of articles on improved teaching methodology.
23. Study of the uses of instructional materials.
24. Plan of intervisitation program.
25. Selection of books and periodicals.
26. Apportionment of departmental funds for textbooks, equipment, and supplies.
27. Utilization of departmental facilities.
28. Production of a departmental publication.

29. Maintenance of a departmental bulletin board.
30. Developing a departmental museum and/or exhibit.
31. Developing a departmental guidance service.
32. Planning extracurricular activities.
33. Promulgation of the department's calendar.
34. Appraisal of departmental routines.
35. Co-operation in research projects.

The reader can easily add more items to the foregoing list. Even without adding any items, the list is fairly elaborate, clearly too heavy a burden for any one person to carry and consequently unrealizable in a system other than one in which democratic supervision prevails.

The Role of the Supervisor

What, then, becomes the role of the supervisor? In order to play a significant role in the program, the department head must understand the philosophy of democratic supervision and should be a firm adherent of it. If the department head considers himself a *chairman* rather than a supervisor, if he holds a *conference* rather than a meeting, if he provides for *discussions* rather than makes announcements, and if he calls for *elections* rather than announces appointments, he will be following the democratic pattern.

Democracy is an ideal; introducing it is a process. The process entails group discussion, exchange of opinions, sharing of experiences, pooling of resources, election of individuals delegated with authority and responsive to the will of the group, election of committees to do particular jobs.

In addition to his departmental duties, the department head serves as liaison officer between the department and the school administration. At the meetings of the principal's cabinet, he represents the philosophy of business education and makes known the needs of his department. At department conferences, he translates the policy of the school and makes known the problems confronting the school administration.

He acts as co-ordinator of the efforts of the department members and through his dynamic leadership brings out crea-

tiveness and makes possible professional growth. His leadership is characterized by inspiration rather than inspection. There is direction, but the direction assumes the form of leadership rather than dictation.

He keeps attuned to the working conditions of his staff, to make sure that there is an equitable distribution of departmental duties and that no one member avails himself of the *rights* of democracy without giving recognition to the *obligations* of democracy. He also avoids personality conflicts among staff members. (Under a democratic setup these are more likely than under an autocratic setup; hence they should be anticipated.)

Democratic supervision invokes the doctrine of co-operation, of working together for common goals. Instead of having the supervisory program imposed on the teachers, they, the teachers, co-operate actively in the process. The chairman is there as a philosopher, guide, and friend, co-ordinating the efforts of all in the improvement of the instructional program

to the end that experiences at school contribute toward the maximum development of the pupils into socially useful citizens.

In his attempts to develop an effective program of co-operative endeavor, the department chairman remembers that he is dealing with human beings. He encourages them to offer suggestions and reacts to these suggestions in a manner that instills confidence. Without confidence on the part of teachers, co-operation in supervision cannot succeed. When confidence on the part of teachers is attained, active participation in the supervisory program becomes a reality.

The supervisor will find that teachers are ready and eager to co-operate in a program of supervision that is meaningful, for it takes into account teacher personality and encourages teacher growth in service. In a program of this kind the chairman becomes a professional leader, an adviser, an inspirer—a co-worker and friend, assisting in the solution of common problems toward full development as active participants in a dynamic society.

Career Day: A Project That Sells Retailing

■ **ALOYSIUS E. MISKO**
Co-ordinator, Public Schools
Monroe, Michigan

and

■ **GEORGE NADEAN**, Reporter
Monroe Evening News
Monroe, Michigan

MR. C. C. NOWELL was sitting in his small office in the J. C. Penney Company store he has managed for twenty odd years in Monroe, Michigan, wondering what he could do to bring business and business education closer. He saw the need of business, which draws a large crop of high school graduates into its working force, to foster a program previewing the responsibilities expected of young people who choose merchandising as a career.

Seven blocks away in his retailing classroom of the Monroe High School, Aloy-

sius Misko, co-ordinator of business education, was wondering whether some program could be arranged whereby all his students could work together as a team in a large department store. He, too, felt that there was a certain duty owing the student. After all, 30 per cent of Monroe High School's graduates are business trained; but their classroom study of salesmanship, management, personnel, and related subjects should be augmented by more practical experience.

Mr. Nowell saw the duty from the standpoint of business's responsibilities to

education; Mr. Misko, from the school's duty to the student.

They exchanged opinions, to put their thinking into effect, and arrived at a common plan. What evolved was a project whereby all business trainees in merchandising would take over *all* duties in the large department store for a day—managerial posts would be relinquished to the enthusiastic apprentices, besides the dozens of various jobs throughout the establishment. This day in modern retailing was appropriately tagged "Career Training Day." Its objective: to get all the students into one program where they could view all departments clicking and functioning at one time in a big organization.

The plan was this: All executives and managerial personnel in the store, including clerks and floormen, were to relinquish their jobs to the teen-agers for a day. Store personnel were to stand by as coaches, while the trainees took over all problems—even such details as interviewing job seekers.

With the program approved, the groundwork for planning was begun.

Student Assignments

It was not to be a one-man show. The trainees were given a great part of the planning responsibilities: selecting trainees for positions, preparing a series of newspaper advertisements, designing interior and window displays, ordering merchandise to be featured, and doing various other tasks.

These the students undertook energetically; the program soon became a major project with them. Here, they

knew, they would have a chance to put to work such classroom studies as store organization, principles of management, personnel, salesmanship, textile and non-textile merchandise, display and advertising, and the like.

During the four weeks preceding Career Training Day, the students were divided into classifications corresponding to the departments in the store. Six trainees were to act as management; three, for office supervision; seventeen, to be in merchandising. Three were assigned to work closely with the firm's display manager and the advertising manager. Girls assigned to the Alteration Department prepared for their positions by doing special work in their sewing classes.

Students were chosen for their respective jobs because of their desire, aptitude, personality, and probable success as a worker. Mr. Misko named three students to work with him in the selection of the trainees for the various positions. All workers were assigned to the various store departments before the intensive preparatory training began.

The Career Training Day was set for a Friday, principal merchandising day of the week in Monroe.

Student Copy Writers

Because Monroe's retailing classes teach advertising, it was decided that students would prepare the newspaper advertisements and arrange the window displays—teen-agers' originalities would become a part of the promotion.

To give familiar, personalized acquaintance with every reader of the advertising

A. E. MISKO

.....
Co-ordinator Misko, coauthor with Reporter George Nadean of this article, is chairman of the NETA Distributive Education Round Table and able member of Michigan's Advisory Committee for Business Education. His co-operative office and retailing classes enroll 30 per cent of Monroe High School seniors—an amazing figure better understood after you have read this article.



in the local paper, the *Monroe Evening News*, the students introduced themselves by means of news displays. The first ad ran on a Monday and included seventeen half-column pictures of Career Training



George Nadean, coauthor of this article, was a member of the businessmen's committee co-operating in the Career Day project. A reporter on the Monroe Evening News, he saw that the project got a great deal of newspaper publicity.



Boy Manager Broadcasts—Donald Gensler being interviewed in the store by Art "Grandpa" Barrie, reporter for WSPD, Toledo radio station. Customers in the store encircle the participants.

Day participants. Copy under each picture identified the trainee and the department he was to work in.

The following day another ad, styled differently, gave the public a chance to meet seventeen more trainees. A third ad, this time a full page, picturing all the trainees and featuring a letter from the executive secretary of the local businessmen's association, was the promotional high light of the event. This ad, the copy for which was written by the students, appeared on Wednesday and featured merchandise catering to teen-agers and a public letter that described the many opportunities for youths in retailing. A final appeal was made to readers in an ad published the day before the big event. The entire advertising program was paid for by the store.

Student Orientation

Up to this point the students had spent the largest part of the preparation program in the classroom.

The finale of the preliminary-training portion of the project was the three-hour session planned by the store training director. All Career Training Day participants assembled in the training department at 8:00 a.m. the day before the event. The director's briefing was actually an indoctrination to the many responsibilities the young workers were to face the next day. It included a general outline of all departments. Topics demonstrated were the store's sales-check procedure, some merchandising problems, and techniques for discovering customer needs and for suggestive selling. After a tour of the store, the group met the department heads and co-workers in these various sections of the store and became acquainted with the placement of the merchandise, how it was marked, and how it could best be displayed.

There could be no question in the mind of any customer that Career Training Day was strictly a Monroe High School project: the school's red and white pennant waved throughout the store. Large Red Trojan heads, symbolic of the school

Participants—These are the thirty-four high school students and store leaders of the J. C. Penney Company store in Monroe, Michigan, who staged Career Training Day.



entering would be aware of the program.

Career Training Day was launched at 8:00 a.m., an hour before the store's opening time, on Friday.

The executive secretary of the businessmen's association gave a final pep talk just before the store doors were opened for business. He reminded the students of their responsibilities—that the success of the project depended on them. Sales books were issued to students who were to work in the merchandising division. Those in

managerial places took their places in the behind-the-scenes offices.

Badges were issued to every student. Each trainee's name and title for the day was centered in red and white ribbon rosettes. Luncheon and relief-period schedules were assigned by student supervisors.

Career Training Day, through effective advertising and publicity, gained attention outside Monroe. Mark Beltaire, *Detroit Free Press* columnist, wrote a lively review; *The Toledo Blade* carried a feature news story under a two-column head.

Arthur Barrie, popular radio reporter of WSPD, Toledo, became interested. He could see public appeal and interest in the venture; so he decided to conduct his regular interviewing program direct from the store while the trainees were on the job. During the 15-minute program, which was recorded and broadcast later, he interviewed the student "manager," "assistant manager," "personnel director," and "office supervisor."

Thus, all concerned with the project were rewarded with good publicity—the school, the store, the students, and the entire community.

Two dinners were held after the day was over. One was for the students who had participated, and here the young retailers heard the work approved and applauded and their school and the store commended. At another dinner, local



Executives for a Day—Donald Gensler, seventeen, left above, dictates a letter to Marjorie Schwartz, seventeen, as Richard Sieb, who took over the assistant manager's duties, looks on.

businessmen and school executives met to exchange notes and views—and to agree that the project was a valuable one.

What did the students think of Career Training Day?

"To me Career Training Day was wonderful. I believe we all enjoyed it. It proved to me that I want to sell merchandise. I was in doubt, but after Career Training Day there is no doubt in my mind about what I want to do after graduation," said Jeanette Vasbinder, who was a salesperson in the Lingerie Department.

Beulah Welch said: "It showed me that I like retailing better than any other kind of job and helped me decide where and what kind of position I want when I graduate."

Another from Donald Gensler who was "manager" for the day: "I think Career Training Day was very successful. I hope that this will be only the beginning—that

in the future years Career Training Day will become bigger and better every year."

Nancy Caner, the Career Training Day "personnel director," put it this way: "I certainly learned a lot about a personnel director's job. I really think that a job like that would be interesting, for you encounter many odd and varied problems and many types of people. It would never become monotonous."

Conclusion

So, Monroe's first Career Training Day project came to a successful close. The values are obvious—not only in terms of good public relations but also in terms of educational achievement and educational guidance. A career-day project is worth the effort it takes; and, when so many persons share in the effort, there is a spirit of co-operation that makes the effort itself seem easy.

Trends in the Preparation of Business Teachers

■ H. G. ENTERLINE
Indiana University
Bloomington, Indiana

THERE ARE a number of trends in the training of business teachers today which are common to the developments in the training of *all* secondary-school teachers. Among these trends are: an increase in the amount of time spent in student teaching, with some thought of extending the period to a full semester or even to a full year of internship; better supervision of student teachers; more careful selection of those to be trained; the inclination for teachers to earn the masters' degrees; and others.

The purpose of this report, however, is to point out specifically those trends that appear to be effecting the training of business teachers. Two types of trends will be reviewed: (1) those that

are now in evidence, and (2) those that indicate future development.

Trends Now in Evidence

1. *Diversification in Certification.* Up to the present time there have existed two common patterns for the certification of business teachers.

One of these patterns has been that of certifying teachers to teach the "commercial subjects," without any attempt to define what was meant by these subjects. A teacher holding such a certificate was licensed to teach any and all business subjects offered in the secondary school, even though the teacher may not have had any specific training in some of the subjects taught. This, perhaps, was not too serious since the business teacher had in all likelihood studied the "regular" business subjects—shorthand, typewriting, and bookkeeping. By a

strange coincidence, these were and still are the subjects commonly offered in the secondary school. Obviously, the pattern of training influenced what was taught in the secondary school rather than having a secondary-school curriculum in business built around the interests and needs of the pupils.

Another pattern that has been frequently found is that of certifying teachers to teach specific business subjects, with the names of these subjects listed on the teacher's license. While this assured the teacher's having had some training in the subjects taught, there was no provision made for assuring an adequate background in business and economics and in cultural subjects.

The present trend, and it appears to be a wise one, is that of certifying business teachers in broad areas, of which three are definitely recognizable at the present time: (1) secretarial subjects, (2) bookkeeping and general clerical subjects, and (3) distributive-education subjects. This trend is significant in that it recognizes that, for example, in teaching the secretarial subjects, the teacher should be trained in all the related skills and background knowledges essential to the training of secretarial workers. A similar recognition applies to the training of teachers in the bookkeeping and distributive areas. Some consideration is being given to the establishment of a fourth area, that of training teachers to teach the content of the social-business subjects, although few, if any, such programs are in effect at the present time.

2. Adequate Business and Economic Background. Training in the social-business subjects is not being entirely neglected, however. Up-to-date business teacher-training programs include the necessary courses in business and economics to give the teacher, certified to teach in any one of the three areas mentioned in the preceding paragraph, the background for teaching the social-business courses. This means that for all three of the areas mentioned there is a common core of background courses in business

and economics. Included in this core are such courses as Principles of Economics, Business Law, Elementary Accounting, Typewriting, Marketing, Principles of Insurance, and Management.

In other words, the tendency at the present time in business teacher training is to provide adequate training in a specialized area *plus* a common business-economic core for all, regardless of specialization. This common core of business-economic courses is essential because most teachers begin their teaching in small schools where they usually teach one or more skill subjects plus one or more of the social-business subjects.

In addition to the specialized and core business training, the business teacher, of course, is required to have the customary professional and general academic courses.

3. Improved and Extended Methods Courses. There are some who think that, if a teacher has had a general methods course, he will be able to make application of teaching technique to any subject that he may be called upon to teach. This belief places too much faith in "transfer of training." While a general methods course is of value, it must be followed and is being followed in the better teacher-training programs by specific methods courses in the areas to be taught.

Teacher-training institutions frequently provide for a special methods course in the teaching of shorthand and typewriting and for another in bookkeeping. More recently, schools that offer training programs for teachers of distributive subjects have added a third specialized course in methods for these teachers. More significant, however, is the trend to offer a special methods course in the teaching of the nonskill, social-business courses. The procedures for teaching a nonskill course are so widely different from those required in the skill courses that this development is extremely significant and undoubtedly will have a salutary effect on the future quality of instruction offered in the social-business subjects in the secondary school.

4. *Supervised Full - Time Student Teaching.* There is a tendency more and more to place student teachers in full-time teaching for a period of several weeks or even several months rather than to have them teach a class or two a day while carrying other college subjects. This tendency is not peculiar to the training of business teachers alone, but it is so significant that it bears mention here.

Supervisors of student teachers are more and more serving as counselors and guides rather than merely looking on the student teacher as one who relieves him for a short time of his teaching responsibilities. Individual conferences between supervisor and student teacher are common. Both receive help and guidance from the teacher-training institution.

Possible Future Developments

1. *Supervised Business Experience for Teachers of Vocational Business Subjects.* While there has been some experimentation along this line, and while business experience is mandatory for vocational distributive education teachers, the practice of providing work experience is not yet general in teacher-training institutions.

It appears, however, that the time will soon arrive when teachers of vocational-business subjects will be required to have certain qualifying business experience along the lines of their specialization prior to certification and graduation. Adequate criteria for the evaluation of such business experience must be established, however, before the practice becomes general. Likewise, a decision must be

reached as to whether or not to allow college credit for such experience and, if so, what the extent of such credit should be. There is little doubt, however, that these requirements will be met.

Not so clear, however, is the trend toward requiring business experience for the teachers of the social-business subjects should separate licenses be given for the teachers of the nonskill subjects. Nor is it at all clear what the nature of such business experience should be.

2. *Training in Curriculum Planning.* School administrators often complain that, when they seek the advice of business teachers relative to the establishment of suitable business curriculums for their particular communities, business teachers are unable to give any satisfactory suggestions. While curriculum courses are usually offered on the graduate level for school administrators and department heads, teacher-training institutions need to give some consideration on the undergraduate level to business-curriculum planning.

This training is especially important for beginning teachers who, in the main, obtain their initial experience in small high schools. Our business teachers must be capable of making curricular and course-of-study recommendations when called upon by their administrators, or even when not called upon, if the curriculum offering in a particular community is unsound.

3. *Training in Guidance.* The business teacher is dealing primarily with young people whose formal education terminates with the secondary school. For this reason the business teacher should be

H. G. ENTERLINE •

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Doctor Enterline, long a professional leader in business education associations, is the editor of the authoritative American Business Education, quarterly journal of the NBTA and EBTA. In this contribution he explains how future business teachers will be trained and indicates that they may outshine today's experienced teachers if current trends continue.



equipped to assist pupils in planning their instructional programs and in making preliminary plans for their careers.

Again, guidance courses are usually reserved for administrators and department heads working for advanced degrees. Somehow, practical instruction in sound guidance and counseling procedures must be incorporated in the undergraduate instruction of business teachers. Business teachers must know what abilities and characteristics are essential to success in the separate vocational-business fields. More, the business teacher must be able to assist pupils to make explorations into the broad fields of occupations in which they are interested.

4. *Proficiency in the Tools of the Trade.* It goes without saying that the business teacher should be able to demonstrate what is reasonably expected of students in the skill subjects. But teaching tools consist of more than the mere demonstration of how to write shorthand or how to typewrite. They involve the construction and use of slides, film strips, and other similar visual aids; ability to write neatly and legibly; ability to use the blackboard with greater effectiveness; ability to illustrate with meaningful diagrams; and the like. Business teaching requires frequent use of these tools. No teacher who writes poorly himself can put up a good case for neatness and accuracy on the part of the students.

There is one other tool of the trade that needs to be mentioned in connection with the teaching of the social-business subjects. It was mentioned earlier that the teaching of the social-business subjects is vastly different from the teaching of the skill subjects. Teaching the social-business subjects requires more than mere telling, showing, and demonstrating. It involves a socialization of the classroom procedure, the discussion of simple business and economic problems, the exchange of experiences, the exchange of ideas and points of view, the making of wise choices if alternate choices are proposed. In short, the teachers of the social-business subjects must know how

to use the "conference technique." This has been rather adequately developed by workers in the field of distributive education. Our business teachers, and especially those in the nonskill areas, must develop competency in the use of this technique.

5. *Test Preparation and Testing.* Comparatively few business teacher-training institutions place much emphasis on the preparation of tests in the business subjects. Where courses are offered, emphasis is all too frequently placed on meaningless statistics rather than on test construction. Yet, this is one of the functions of the classroom teacher.

Our business teachers need to be made aware that testing goes beyond the mere measurement of skills and knowledges. They must know what type of test to prepare if a skill is to be measured, if the measurement of the degree to which a pupil has acquired a certain amount of information is desired, if the ability of the student to apply what he has learned is to be measured, or if the measurement of understanding of certain economic concepts is wanted. Most business teachers measure a few simple skills and facts and pass or fail students on this basis alone. They will continue to do so until in our teacher-training programs we teach them what can be measured and how to construct the type of testing tool that will best measure each type of outcome desired.

6. *Integration of Business-Economic Information.* It has been said many times that teachers "teach as they have been taught." This applies especially to the teaching of shorthand, typewriting, and bookkeeping. In many cases the textbooks and instructional materials used in high schools in these three subjects are the same as those that the teacher studied in college. There is a direct carry-over or transfer of training in the case of these three subjects in many instances. Unquestionably this is why, in many cases, business teachers prefer to teach the skill subjects. There is nothing new to be learned, nothing new to plan. The

teachers simply bring with them into the secondary school the methods, books, notes, and other instructional materials that they used in college. This is easy.

However, many business teachers studied in college no single subject that directly corresponds to such high school business subjects as general business training, business mathematics, consumer economics, business principles, commercial geography, and the like. The teacher, therefore, cannot bring into his high school classes the teaching materials he used in college.

It was mentioned earlier that superior teaching-training programs now include background business-economic courses that will aid the teachers in the teaching of the social-business courses. This is satisfactory in so far as it goes. But one additional step is needed: Before the prospective business teacher is graduated, he must become thoroughly familiar with all the nonskill subjects commonly offered in the secondary school. But mere acquaintanceship with these courses is insufficient. A final integrating course, offered in the second semester of the senior year, is needed.

In this final integrating course the prospective business teacher is shown how what he learned in college in such courses as Principles of Economics, Management, Insurance, Marketing, and so on, apply to the secondary-school social-business subjects. In one business teacher-training situation where this final integrating course is being offered, a senior recently made this remark: "I used to think that the general business course was a catchall for inferior students. I now see how I can use what I have learned in my business and economic courses. I hope that I will have a chance to teach general business in high school."

7. Follow-up Assistance for Beginning Teachers. Just as the secondary school is frequently at fault in not following up its business graduates (as well as other alumni) in order to determine how well they are succeeding on the job, so too trainers of business teachers have been



"Did you have a good time at the dude ranch?"

handing the graduates their diplomas and wishing them good luck.

That first year of teaching is a critical year, especially for those teachers who go into one-teacher business departments. They can obtain from their administrators assistance in handling discipline and routine problems, but in most cases they have no recourse when they encounter problems specifically related to the teaching of the business subjects. The teacher-training institution must stand ready to aid these beginning teachers, to visit them on occasions, to make suggestions, to lend a helping hand, and to give the teacher an encouraging pat on the shoulder. This, of course, requires that members of the teacher-training staff be freed from some campus responsibilities. Indiana University, through its Business Education Service program, has been helping not only beginning business teachers but also, through many conferences with experienced business teachers, has discovered problems that cause particular concern. Solutions to these problems are being sought; the problem areas have been incorporated in the instruction of teachers in training; and various aids, such as small group conferences, leaflets, and others, are used to serve those business teachers and school administrators who are in need of assistance.

Shorthand Is My Favorite Subject

■ ROBERT E. BELL
Union High School
Phoenix, Arizona

WHAT is my favorite subject? *Shorthand!* It has been and undoubtedly will continue to be my favorite subject so long as I teach. I had not thought much about why I like to teach shorthand; but, when I read in the B.E.W. the reasons why others like to teach other subjects, I had to write, if only to convince you that there are just as many enthusiastic shorthand teachers as ever.

Perhaps the greatest appeal in teaching shorthand, an appeal that few other subjects can equal, is this: *action*. There is action by every student in the class. There is action by the instructor. Yes, I shall probably someday retire *after* teaching shorthand, but I want never to retire (that is, seated in a swivel chair behind a comfortable desk) *to* teach shorthand. I enjoy its activities too much.

I like, for example, illustrating a smooth, snappy phrase on the blackboard; executing a particularly facile outline; correcting a technique so that a student may emerge a superior shorthand writer. I like the way students lean forward intently as they stretch to record a take. I enjoy that look of proud satisfaction that creeps across the faces of students who "get" all of a 100-w.a.m. take. I like the alertness of students, the effort—physical *and* mental—they make, the unified spirit of doing and doing and doing in the shorthand class.

SHORTHAND teachers experience all the normal rewards that come to successful teachers of any subject; but shorthand teachers are just about the only ones who have *this* happy aspect in their daily work: an endless stream of desirable goals, one immediately discernible beyond the next.

I believe that goals—sight setters—both immediate and long range—are a great

factor in building enthusiasm among students and helping them develop skill. Shorthand is *packed* with such goals. Today, there is the 60-take to master; next week, there will be the 65- or 70-take; and, just across the next page of the calendar, there is an 80-take waiting. The student has before him always the immediate goal; also the next one and, beyond that, more goals to challenge his effort.

I know that I should be most unhappy to teach a subject in which a student could come to me and say, "Teacher, I have done all the problems. I have finished." In shorthand, one has the satisfaction of leaping hurdles daily, of sensing improvement; yet there is always the driving excitement of knowing that there are more of those same satisfactions in store, like birthdays stretching endlessly into the future.

SHORTHAND is admittedly a process of drill, drill, drill and the administration of carefully determined practice patterns. But, thanks to the cornucopia of literature about the teaching of shorthand, there is available to the shorthand teacher an enormous number, a multitude, of motivation devices.

Shorthand has so much inherent, natural motivation that a teacher's personal enthusiasm and encouragement is all that most students *have* to have. The challenge of mastering an art not available to everyone is enough to motivate many students; and all respond to the fact that learning shorthand satisfies the desire for a means by which to earn a living.

But, for the teacher who likes to sprinkle extra excitement in the learning process, there are all kinds of teaching aids that make shorthand a delight to

teach and to learn. There is, for example, an endless variety of contests. In every lesson there are words or situations that point up a story, a joke, an interesting aside that steals but little time from class-work. There is the eternal personal competition among students; better still, there is always his personal record against which each student can successfully compete. There is the achievement chart, with its curve of recorded growing mastery.

THERE is, to emphasize the point further, greater use of visual aids in shorthand than in any other subject. With blackboard and chalk, the enthusiastic and experienced teacher can pour a stream of visual aids before his students. That student is indeed cold who does not respond to, "Do it like this, *fluently*"; or, "I have found that *this* helps me." I know of no other subject in which there is such an abundance of student-teacher participation, in which there is more opportunity for teacher leadership via personal demonstration, or in which teacher and student share more completely.

Shorthand has its share of mechanical aids, too—records, charts, films, filmstrips; and shorthand has its share of opportunities for visitors and visits, demonstrations by outsiders, bulletin-board displays, and so on. Shorthand has long held supremacy in the effective use of motivating aids, like certificates and awards. What other business subject has even its own magazine?

But, more than in any other subject, shorthand is a subject with its own exciting, achievement-filled, personal-triumph, built-in, *automatic* motivation. Interestingly enough, that kind of motivation spurs the teacher as much as the student—and what other subject field can lay claim to that factor?

I HAVE not yet mentioned, as I have tried to explain why shorthand is my favorite subject, one other aspect that is



Mr. Bell is the first-prize winner in the Shorthand Division of the B.E.W.'s Favorite Subject contest.

.....

tremendously rewarding to the shorthand teacher: the personal satisfaction that comes from student achievement.

When a teacher says in a school assembly, "I am proud to present to you this medal testifying that you can write shorthand at 140 words a minute—congratulations," he is proud and he sincerely *does* congratulate the student.

Similarly, there is our pride in hearing last year's graduate say, "I'm working at the Valley National Bank now, and my job is a fine one."

There is the fulfillment that only a shorthand teacher can know, when an employer shakes your hand and says, "If you have any more like Susie Jones, let us know as soon as she graduates. You certainly. . . ."

Yes, I enjoy teaching shorthand. It is my favorite subject. Teaching shorthand is like running a three-ring circus and, at the same time, performing a specialty act yourself.

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What I Would Do About Personal Grooming

... If I Were Miss Davis

■ MARION P. MORRIS, Director
Educational Service Department
Bristol-Myers Company

THERE were just a few of us at the luncheon table, there at the Hotel New Yorker. My friends, all business teachers, were attending the Easter-time convention of the Eastern Business Teachers Association.

Two of my friends are, like "Miss Davis," the lone business teachers in their high schools. It was natural, then, for us to start talking about Miss Davis and her problems, once we had finished our exchanges of pleasantries and had gotten through the soup course.

It was natural, too, that my friends would bring up the matter of personal grooming, for they knew of my interest in this subject. Bristol-Myers, you know, is the manufacturer of *Mun* deodorant and Trushay hand lotion. The preparation and distribution of the popular good-grooming charts and leaflets sponsored by these two products is part of the teaching-aids service that is my responsibility.

"What would you do about personal grooming if you were Miss Davis?" one of our group asked.

"That's a good question," inserted one of my two teacher friends. "My sched-

ule is so full that, honestly, I never do quite get around to emphasizing the importance of good grooming the way I know I should. Oh, I *mention* it. But I am not satisfied that what I say really registers with the students."

"Well," the other teacher said, "I tried something about a month ago. Let me tell you about it."

Because her idea is a good one, and because it is exactly what I should do, if I were Miss Davis, let me tell you about it. I think it is worth recommending to all the Miss Davises in business education.

MISS Davis," asked Ellen during advanced stenography class, "why don't we have some *real* letters for our dictation practice sometime?"

"What do you mean by a 'real' letter, Ellen?" Miss Davis asked.

"One that was really sent out by a business firm or to a business firm," Ellen replied.

"But, Ellen," said Miss Davis, "the letters I dictate to you *are* real letters." She held up the dictation book from which she had been dictating. "A book like this, Ellen, is really a compilation of real business letters."

"Yes, but—" Ellen faltered for a mo-

Meet Miss Davis:

MISS DAVIS was the lone business teacher in Madisonville High School, an institution of about 500 students. Her program was an overload of six classes and a school newspaper, all of which she handled with normal conscientiousness in the face of lackluster administrative interest and inadequate tools.

When opportunity for action was unexpectedly provided (because an influential young graduate failed dismally in her first attempt to use her Madisonville training), Miss Davis whipped up interest and support, evolved a better program, got a lighter teaching load, obtained new equipment and supplies, and won a raise.

The *how* of this achievement, reported in the February B.E.W., page 335 ff., has stimulated a number of commentaries, the third of which is given in the accompanying article.

Dear Mr. Jones:

Our class in stenographic dictation is wondering whether personal grooming is really an important factor in employment.

As a potential employer, won't you please guide us by telling us what your company expects, in terms of personal grooming, of each prospective employee.

Giving us your help may take a few minutes of your valuable time, we know; but we hope that you will agree that your giving us such guidance now will pay a dividend when some members of our group apply to you for employment after our graduation in June.

Some factors of grooming are important in an interview, of course; other factors may be even more important in the day-by-day work in an office. Will you help us determine which is which?

Specifically, we should like you to tell us which of these good-grooming factors you (1) notice in an interview and (2) consider especially important on the job. Also, (3) please tell us whether your company has any definite requirements concerning any of these factors.

- A. General appearance and grooming.
- B. Clothing--color, type, style.
- C. Hats.
- D. Deodorant? Basic cleanliness.
- E. Make-up and skin care for women; shaving and skin care for men.
- F. Condition of teeth.
- G. Condition of hair.
- H. Condition of hands and nails.
- I. Type, style, care of shoes.
- J. Posture.
- K. Other factors?

We should greatly appreciate any help you can give us, Mr. Jones. We are certain that your comments will help us to be better groomed for any positions that may later be open to us in your company.

Thank you,

■ This is the letter that "Madisonville" students sent to employers. It got results. The marks are those made by "Ellen" when she prepared the copy for dictation to the class—a check mark after each 28 syllables and a cumulative unit count on each check mark.

ment. "But what I mean is real letters that we care about."

The class nodded quick agreement. Miss Davis knew that dictation books do contain real business letters, carefully arranged and graded for difficulty of vocabulary. But she also knew that students do lose interest in the prices of ball bearings, the complaints of dissatisfied

customers, and so on. "A little variety—" she wondered.

"What kind of letters would you care about?" she asked.

"Oh, letters about real problems," volunteered another girl. "A letter that would have an answer."

Miss Davis looked at the class. Then, noticing a boy wearing a heavy sweater

and suffering from obvious discomfort—his desk was near the heater—she suddenly had an idea.

"Well, then," she asked her class, "how would each of you like to write his or her own letter to some personnel manager? You could ask him about grooming requirements and things like that. Then we could use your letters for our dictation."

A hand was raised in the back of the room.

"Yes, Robert?"

"I think that would be fine," Robert said, "but wouldn't it be a good idea to pick the best letter and then use it for all the personnel managers we write to? You see, if we did that, Miss Davis, we would all have answers to the same questions; then we could compare the answers."

"That's a good idea!" exclaimed Miss Davis. "Don't you think so, class?" An enthusiastic chorus burst from the group.

As she picked up her dictation book and stop watch, Miss Davis added, "This is the way we will do it: if each of you will bring to class his own letter, I'll dictate the letters to you, one each day. When we have finished the letter dictation, we'll select the best one. We will send that letter to each personnel manager in Madisonville. When the replies come in, I'll dictate them to you, too. If we get plenty of dictation practice, you see, we can justify taking our class time for this special project."

"And, besides," Ellen said, with a broad smile, "We'll have at least one letter every day that we do *care* about!"

So THE students in Miss Davis's advanced stenography class wrote their letters, and Miss Davis used them for dictation. Purposely, Miss Davis did not do any editing; she let errors in grammar and poor sentence structure reveal themselves as she dictated the letters—

"Golly," Robert said, the day his letter was dictated, "when you hear your letter read out loud, it sounds different,

doesn't it?" Result: some of the students asked permission to revise their own letters.

But Miss Davis also got good, vocational, skill-building practice from the letters, too. She previewed each letter before dictating it, and she kept the rate of dictation carefully controlled.

"Ellen," she said when she received the first student letter, "this was your idea; so, I want you to do something for us: I want you to syllable-count each letter so that I can use it properly for dictation."

"How do I do that, Miss Davis?" asked Ellen.

"It is easy, Ellen," Miss Davis replied. "Starting with the salutation, you put a little mark after every 28 syllables. That is all there is to it. Just put a mark after every 28 syllables."¹

There were seventeen students in the class; so, seventeen days later, after dictating one letter in each class period in lieu of one of the letters in the dictation book she was using, Miss Davis took five minutes for the class selection of the best letter. In this instance, the decision was easy to make, for one letter was clearly superior to the others. It was Margaret's letter, and it is shown in the illustration on page 545.

The next day each student typed—from his own shorthand notes—a copy of the letter and addressed it to one of Madisonville's employers. With what excitement the students waited for replies!

Wonder of wonders, practically every personnel manager responded *in detail*. (Perhaps the quiet phone call that Miss Davis made to each, urging a little special community co-operation, helped; but the resulting enthusiasm of the class was reward enough for her effort.) The replies streamed in. Miss Davis—after Ellen had completed her brief syllable-counting chore—dictated each reply, giving the students one reply each period

¹ Miss Davis is right: putting a mark after every 28 syllables gives her units of 20 standard dictation words. Thus, to dictate at 80, she would dictate one unit every 15 seconds; at 100, one unit every 12 seconds; and so on.—Editor.

and continuing to give generous previews and to control the rate of dictation.

THERE was, as every business teacher would anticipate, a marked similarity in the replies. Businessmen urged the importance of good grooming. They emphasized the importance of appearance, of poise, of freshness, of the daily-bath-plus-deodorant habit, of neatness, of personality. The repetition of these basic good-grooming factors in letter after letter truly "registered" with the students. And, when Ellen, Robert, and Margaret made a compilation of the businessmen's answers to the eleven questions asked in the letter, there was no doubt that the need for good-grooming habits was recognized by every student in the class.

Some of the statements brought out ideas that were new to the students. "Men offend their associates as much as women do" resulted in the disappearance of Tom's heavy sweater and the appearance of a new, scrubbed-looking, fresh-smelling young man. "One careless person can upset a whole office" resulted in a fruitful discussion on how to stay fresh all day.

The comment that really underscored the importance of this factor of grooming was: "A department head frequently won't embarrass himself or the offender by coming right out and discussing it. He either asks to have the employee dismissed—or shifted to another department—or sends him to the Personnel Department. The result is the employee has the feeling he is being 'called up on the carpet.'"

After Miss Davis read this quote, Robert raised his hand. "Isn't there some way to tell a person who doesn't realize he's being careless?"

"Well, let's think of it this way," said Miss Davis. "If your friend has a smudge on his face—or a girl has smeared her lipstick—you would think nothing of quietly saying so. You could say 'Jimmy' or 'Alice, in my locker (or grooming kit) there's a jar of deodorant. You can use it if you forgot yours after

your bath this morning.' You are really doing that friend a favor, for you've saved him later trouble."

"You bet!" Tom added. "Remember, my reply said that the first 60 seconds of an interview is the most important part, because a businessman forms his first impression then."

"Yes, your businessman said that three things determine your fate," added Ellen, "and they were these, in this order: *grooming, posture, and voice.*"

"Well," said Miss Davis, "we're already on our way to that first point. Certainly body cleanliness is a major element in good grooming. Now let's follow the suggestion of the personnel manager who recommended that we send for the Bristol-Myers charts and leaflets especially designed for young business men and women."

So, MARION," my teacher friend concluded, as we rose from the luncheon table, "now you know why I asked you to send me those teaching aids² on good grooming." "How did you use them?" I asked her.

"I used the teaching manual as my guide in preparing a brief lesson covering all the pointers on the Grooming for the Job charts.

"That new manual is so full of basic information and clever ideas that I knew I could really stimulate student interest this time. Imagine, a section on each of the following factors in grooming—general fitness, body cleanliness, facial skin care, dental health, hand and hair care, posture, and clothes care.

"Your attractive individual leaflets were most enthusiastically received at the conclusion of the discussion. Many members of the class are still keeping me posted on their progress with the helpful check lists on the back of the leaflets.

² The Bristol-Myers good-grooming aids include these free materials: two large charts, "Grooming for the Job" for men and women, suitable for classroom bulletin boards; a teacher's manual, *Guide for a Good Grooming Program*, with complete units on various grooming topics; and various habit-check-list leaflets, such as *He Has His Eye on You* for girls and *Show Them That You Know* for boys. Address the author at 630 Fifth Avenue, New York 20.

"Then we still have the charts up in the front of the room to provide a daily review of the various elements that we found are important in good grooming.

"I went one step further and used the manual for dictation purposes. Even though the manual is directed to teachers, changing a few words here and there make it equally suitable for student use.

"Soon, the other teachers began to notice how much better my shorthand students were groomed, and they started to ask questions.

"Now the physical-education teacher really *teaches* grooming. We always have some home-room programs on grooming, too. Why, our whole school has become grooming conscious!"

I think "Miss Davis" did a fine piece of work. Without losing time from her dictation class, she made the students good-grooming-minded. Indeed, she even stimulated their interest in dictation at the same time. She added no appreciable amount of work to her own schedule—the students wrote the letters and Ellen did the word counts. Miss Davis made a genuine contribution to the vocational awareness of her students. She made a fine series of contacts in the business community. I do not doubt that her class, when it graduates next month, will be very grateful that she "did something about personal grooming."

And, if I were Miss Davis, I would want to do this again next year.

Q-SAGO Unit: Vacations

■ DR. JESSIE GRAHAM
Supervisor of Business Education
Los Angeles, California

ONLY five weeks 'til vacation! "What are you going to do this summer?" "We always go to Lake Arrowhead." "I'm staying home." "We have a cottage at Ocean City." "I'm going to get a job." "Baseball and swimming for me." "I don't know." "What do you expect me to use for money?"

So it goes. Two or more months away from school or two weeks of freedom from the office! How can we crowd the most enjoyment, the most healthful relaxation, into a short time? What if we can't travel? Isn't there something to be said in favor of the home vacation?

In the front row of our class in elementary business sits Arlene, whose parents will take her on an exciting trip across the United States; in the back row is Jerry, whose family expects him to be a wage earner from the first day to the very end of vacation. In be-

tween are all the Marys and Johns, some planning nothing—"just bumming around"—and others with definite ideas about work or play. Truly, "vacation" means many different things.

No matter what picture the word "vacation" brings to mind, in the spring the fancy of student, teacher, and other worker eagerly turns to thoughts of vacation—getting away from routine. Why not make use of this enthusiasm by dipping into many units in elementary business training—money, budgeting, record keeping, transportation, communication, letter writing, and others—to *plan* vacations?

The word "vacation" is itself a magic one. Little artificial motivation is necessary. Many beautiful travel films are available. In showing these films, we must not forget the student who cannot afford a glamorous vacation, but who must work for the entire summer. For him, the enjoyment of travel through reading, pictures, and radio may be conveyed subtly, but not as a preachment.

The Approach

One approach is the recollection of last year's vacation; class members who wish to do so may bring snapshots or souvenirs and make reports of their experiences. The bulletin-board committee should have a busy time during this unit, for innumerable attractive illustrations may be obtained without difficulty.

Use of a class conference is another good approach. Some ideas to be considered are: vacations are necessary; supplying the vacation wants of people is legitimate business; planning for the necessary money can be fun; cash records are good spending guides; there are many sources of free information for the vacationer; and "working" vacations may be enjoyable.

Another approach is the showing of a travel film, especially one depicting travel in the United States.¹ This will set the vacation stage, but it will not play the leading role. On the contrary, the leads are the business services of the community and businesslike habits in planning for vacations.

A survey by a project committee of vacation services in the community will probably be a revelation to the students—the places where travel information is available, the community's own recreation facilities, the transportation companies, vacation employment opportunities, and hobbies that can be enjoyed during vacation time.

A good deal of flexibility is possible in this unit, depending on the neighborhood in which the school is situated. If it is a "poor" neighborhood, the unit will be keyed to the vacations that these students are able to afford, and the emphasis will be upon free or inexpensive diversions.

Activities

After a listing of the kinds of vacations that are available to students, in-

dividual students and committees may collect materials and information about selected topics, such as: travel by automobile, bicycle, hiking, airplane, and boat; vacations at home with picnics, swimming parties, band concerts; sports, camping, visiting summer resorts; getting a job—yes, a long list. It must be realized, too, that many students will have a combination vacation, part of it at home and part away from home.

Transportation

One project committee may gather information about various kinds of travel. They may calculate comparative costs of going by railroad, private automobile, or other ways.

Letter Writing

Letters may be written to city and state Chambers of Commerce, travel bureaus, transportation companies, and oil companies for descriptive folders. Other letters may be written to resort hotels inquiring about rates and reservations. A "communications" committee may pass on all letters before they are mailed, to see that they reflect good English usage and good business form.

Another writing project is the written application for a vacation job or for an after-school job undertaken to earn vacation money.

Financial Planning

The information obtained from the transportation and letter-writing projects may be necessary before the vacation budget is planned. A class conference may be held to decide on the headings for the budget: transportation, special clothing, lodging, meals, spending money. After the budgets are made, they will, in practically all cases, have to be reduced or additional revenue found. The parallel with a government body in making a budget may be mentioned. As soon as the sources of the money to pay for the vacation are determined, a schedule may be drawn showing how much money will have to be saved or earned each

¹ *Life in the United States*, a series of film strips produced by the American Council on Education, Washington, D. C., 1944, is excellent, as are also the two Coronet sound films, *Natural Resources of the Pacific Coast* and *The Mighty Columbia River*.

QUESTIONS	SUBJECT MATTER	A CTIVITIES	GOALS	OBJECTIVES
1. What is a travel-information service? Why is it customary for students and workers to have vacations?	Our Business Life, (Banking Services), pages 4-11; (Savings and Budgeting) pages 95-119; (Insurance and Economic Security) pages 161-184; (Electric Communication) pages 235-263; (Methods of Travel) pages 403-417.	Display: Pictures from last year's vacations. Pictorial Chart: Vacations at home, at work, in travel, in community parks, in sports, at resorts, and so on.	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders service? What businesses in our community provide services for the vacationer? Why do they provide these services?	General Business (Banking), pages 19-106; (Planning the Use of Our Money) pages 119-141; (Sharing Economic Risks) pages 241-271; (Travel) pages 347-397; (Record Keeping) pages 554-560.	Skit: "The family plans a vacation trip." Report: Committee visit to travel service.	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? With what types of business shall we deal from the time we start planning a camping trip until we arrive at the camp? How do banks, the American Express Company, and automobile clubs help vacationers? Why?	Mathematics for the Consumer (Budget), pages 194-203; (Insurance) pages 297-345.	Conference: Planning a camping trip. Visit to airport, railroad, or bus station.	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? Why are tourists considered "easy spenders" at resorts and places of amusement? Where can vacationers learn of reasonably priced meals and lodging?	The Consumer's Economic Life (Automobile and Other Travel), pages 333-349; (Money and Credit) pages 373-403; (Insurance) pages 413-419; (Keeping Personal Records) pages 465-477.	Display: Scrapbooks, travel folders, maps, and so on. Report: Cost of a day in a hotel. Travel films or slides.	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vacations are involved? Who works at them? What do they do? What are some of the seasonal jobs? What paid employment can young men and women obtain at vacation resorts?	Exploratory Course in Business Training, pages 57-69. Travel folders. Maps. Travel films.	List: Vacation jobs open to students. Letters: Application for summer jobs.	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? What records does the vacationer keep so that his money will "stretch" over the entire vacation? What does he have to know in order to make a vacation budget?	(Note: required background reading will be in whichever text is basic in the course.)	Display: Reservation blanks from summer hotels, oil companies, and so on. Display: Budget books and records for summer vacations. Plan: Managing the vacation budget.	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? What is the importance of: Consideration of the rights of others, courtesy, carefulness with public property, thrift? Why are these traits especially desirable on vacations?		Motiv. Contest: "My Vacation Book for _____." Debate: Is "Tipping" desirable?	7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.

week in order to reach the anticipated goal.

Vacation Book

Every student can experience the satisfaction of systematic planning, of making use of available sources of information, especially if he prepares "My Vacation Book for 1949."

Individuality can be expressed without limit in these vacation books. The headings may be decided on by means of a class conference, with the individual student selecting the headings that appeal to him. Some of the features of the vacation book may be: appropriate illustrations cut from advertisements; a vacation schedule; plans for accumulating the expense money in advance; plans for working; sample letters to be written for information; job applications; maps; list of sources of information; list of local facilities for inexpensive vacation outings; plans for vacation clothing; budget; ruled blanks for cash records; sports to be enjoyed during the vacation and equipment needed for sports; railroad, bus, and airplane schedules; camp-

ing equipment; camera equipment; and special events.

The major outcome is a planned vacation in which more enjoyment is experienced than in the desultory, aimless manner in which most students spend their vacations. Further outcomes are the presentation of lessons from several other units, making them more enjoyable because of the strong motivation of vacations.

Still others: knowledge of available services that help to make the vacation enjoyable and ability to use such services efficiently; writing letters, filling out application blanks and keeping cash records. In fact, there are so many aspects to this matter of "vacation" that the unit may be fanned out into many directions or limited to one or two phases of the subject. The teacher who wishes to use a test for grading purposes may assign certain reading in the textbook and supplementary books and adapt the available tests to the unit. The student's best efforts will probably be shown in his vacation book, the grade for which can readily serve as the grade for the unit.

Methods in Vocational Business Education

■ Reviewed and recommended by
ROBERT L. HITCH
University of Wyoming

Your reviewer thinks that this book is the answer to the business teacher's prayer. It serves both as a helpful aid for teachers and as a suitable text for the conventional one-semester course in general teaching methods for business teachers. Methods in Vocational Business Education is written by Dr. Harm Harms, of Capital University, Columbus, Ohio, and is published by the South-Western Publishing Company, Cincinnati, 1949: 334 pages.

YOUR first reaction to this book might be, "why, Doctor Harms has simply organized the material already in the field." Doctor Harms has done much more; but,

even were his masterly arrangement of new and recent materials in business teaching his only contribution in *Methods in Vocational Business Education*, that contribution alone justifies our applause and appreciation. There has long been a need for a book like this one.

The two pillars that furnish the basic support for the book are: (1) an encouraging philosophy of business education, and (2) a careful gleaning of the sound psychological principles of skill building on which most authorities agree.

The Skills

The foundation chapters are followed by two chapters on typing, in which Doctor Harms has outlined a sound skill-building typing program. He then discusses principles of building speed and accuracy in

shorthand. An analysis of transcription hurdles comes next, with definite techniques suggested for getting over, under, or around these blocks to progress. The book-keeping chapter contains two noteworthy features: The Bookkeeping Teacher's Daily Dozen and an analysis of the complete-cycle Approach.

Other chapters treat the following problems of the business teacher:

Office Practice, Objectives and Present Status
Learning Units in Office Practice
Personality and How to Improve It
Other Factors in Vocational Business Preparation
Working Tools of the Business Education

Cream of the Crop

Your reviewer was impressed by the vast amount of research Doctor Harms has done and by his liberal quoting of authorities in the various areas. Such authorities as Blanchard, Anderson, Balsley, Lomax,

Odell, Rowe, Leslie, Frick, and Brewington are quoted freely in the shorthand section. Blackstone, Dvorak, Lamb, Lomax, Forkner, Lessenberry, Smith, Stuart, Nichols, Lloyd, and Hossfield are all quoted in the two chapters on typing. It would be difficult for the average teacher to "go wrong" with leaders of this caliber guiding him.

Feet on the Ground

Doctor Harms has had considerable office experience both as an office employee and as an executive. He has had many years of teaching experience in high schools and colleges. The book is down to earth and reflects the experience of the writer against a background of sound philosophy and extensive research. The book is based on a Columbia University doctoral dissertation. *Methods in Vocational Business Education* is a tool you will definitely want in your "shop."

How Do Shorthand Teachers Dictate?

■ A Research Review by
RUTH I. ANDERSON
Texas Christian University

IN A MOST interesting study, Lois E. Ewing¹ investigated the dictation practices of shorthand teachers to determine effective ways to handle dictation and to measure particularly teachers' success in building skill in office-style dictation takes.

Procedure. Questionnaires were mailed to 113 teachers teaching in schools in six states and to a selected list of graduate students in business education at the State University of Iowa. Replies were received from 110 teachers.

Thirteen of these 110 teachers cooperated further by giving a test to 151 second-year shorthand pupils on material especially prepared to simulate office-style dictation. The enrollments in the high schools ranged from 100 to 130. The test consisted of three letters. The

dictation rates were varied; "read-backs" were asked for informally; wording was revised; corrections were made; instructions as to spelling, capitalization, and hyphenation were given; some errors in grammar were made intentionally; sentence structure was to be improved where necessary; and changes in paragraphing were to be made if the student thought it advisable.

Of the total 16 points of correction involved, 8 were to be corrected according to specific directions and 8 were to be corrected although nothing was said about these errors. Transcripts were graded for mailability, and errors were tabulated.

Findings, I. From the information on the questionnaires returned by the 110 teachers, Miss Ewing compiled these data: Seventy-seven of the 110 schools offered four semesters of shorthand; 10 schools offered three semesters; and 23 schools, two semesters.

Twenty-four of the teachers had set up no speed requirement for passing shorthand courses. A total of 61 teachers

¹ Lois E. Ewing, "An Analysis of Shorthand Dictation Practices of High School Commercial Teachers," an unpublished master's thesis, State University of Iowa, 1941.

required a minimum of 60 words a minute in the first-year course (57 per cent of the number answering the question). Only 33 teachers, or 30 per cent, required 100 words a minute at the end of the second year.

Seventy-nine (about 70 per cent) of the teachers had had office experience—63, as stenographers. The length of stenographic experience varied from 3 months to 15 years, with an average of 26 months.

Of the 110 replies, 97 (about 88 per cent) stated that they did not dictate entirely with a stop watch. For these teachers, the average per cent of untimed dictation was 38 per cent. Seventy-three regulated their speed by the students' ability to record the dictation.

Of the 110 replies, 87 teachers stated that they varied their dictation speed; 9 varied it to some extent; and 14 dictated consistently at the same rate.

Sixty-five teachers allowed outside interruptions, 37 did not, and 9 did occasionally.

Eighty-four teachers made corrections and reworded the original material more or less, 67 doing so frequently and 17 infrequently. Sixty-three teachers paused between sentences or paragraphs frequently, 9 did so part of the time, and 39 did not.

Fifty-five of the teachers asked for "read-backs" informally (in terms of thought rather than paragraphing); 55 did not.

Teachers estimated the average rate at which dictation was given in most offices at 88 words a minute.

The average length of dictation periods in second-year shorthand classrooms was 23 minutes, and the teachers' estimate of the length of office dictation was given as an average of 48 minutes.

Fifty-four per cent of the teachers answered that none of the businessmen for whom they had worked dictated smoothly, in a manner similar to that of a teacher with a stop watch. Only 16 per cent thought more than half the dictators dictated smoothly.

Eighty-six of the 100 teachers replying said that they would be willing to use specially prepared material based on office dictation practices. Sixty-eight of the teachers favored the introduction of such material during the last part of the last semester.

Findings, II. From the test results the researcher obtained these data: The five most common errors made by students were in grammar. Of the possible errors of this type, 92 were not corrected. Thirty-four per cent of the spelling, capitalization, underlining, and hyphenation errors were not corrected according to instructions. Only 20 per cent of the students were unable to make revisions and insertions as directed.

Only 26 per cent of the students failed to correct the errors to which their attention was called. Of the errors students were to correct without instruction, 77 per cent were missed.

All letters with typographical errors and misspelled words were marked unavailable. If the letter could not be mailed without corrections, it was considered unavailable. Errors in hyphenation or the omission of hyphens in compound words were not penalized. Substitutions of contractions for the two words represented were allowed. Deviations in paragraphing were allowed.

For the first letter, 74 per cent of the transcripts were available; on the second letter, 67 per cent; and on the third letter, only 18 of the 131 transcripts were available. Taking the three letters as a group, 53 per cent were available.

Comments. The use of the office-dictation test as a measuring stick for shorthand proficiency has been gaining in favor because the office situation is simulated. One difficulty that was undoubtedly encountered in this study was the control of the manner in which each of the 13 teachers administered the test to her pupils. If this type of study were to be conducted on a large scale, some consideration might be given to the use of phonograph records in order to insure identical dictation situations.

Reasons for Brief-Form Changes in the New Manual

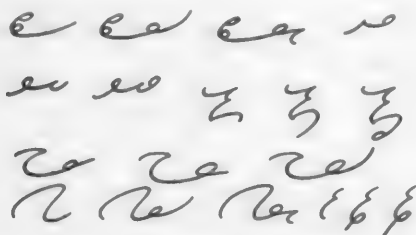
■ LOUIS A. LESLIE and CHARLES E. ZOUBEK
Coauthors of the Gregg Shorthand Simplified texts

THE Simplified Editions of the *Gregg Shorthand Manual* eliminate 417 brief forms and similar contractions. Most of these 417 brief forms and contractions fall into a few family groups, and it may be of interest to the teacher to know the reason for the elimination of each family.

In this article a brief form or contraction is considered to be any shorthand outline that must be memorized, that may not be constructed from principle. The lists of examples given here are not complete, but they will make clear the nature of the reasons for the changes in the various groups.

The first consideration in the selection of the shorthand outline must always be legibility. Next in importance is consistency of outline construction and consequent ease of learning. Last in order of importance is manual facility, which will substantially take care of itself with the alphabet of Gregg Shorthand, as will also legibility. Therefore the most important factor in the selection of outlines is usually consistency of writing and ease of learning.

One eliminated group of brief forms that has always been difficult for the learner is the group of "triplets."

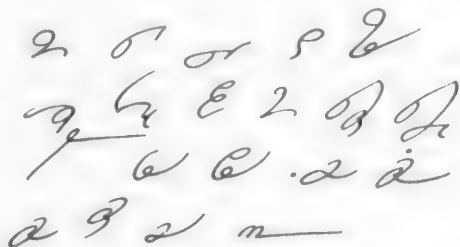


Key: Excel, excellent, excellence; three, thorough, thoroughly; respect, respectful, respectfully; complete, complain, complaint; differ, different, difference; speak, special, speech.

Most of the advantages of the outlines just given for these "triplets" are obvious. Second thought suggests the fur-

ther advantage that the new outlines render impossible any confusion between *thorough* and *real*. Also the new outlines render unnecessary the special joining of the *s* formerly required in *regards* to give instant legibility to that word and the former outline for *respect*.

Another group that was always difficult for the learner is the group from which one or more initial letters are omitted. The shorthand writer has a strong tendency to write the beginning of a shorthand outline. In general, therefore, it is better to avoid brief-form outlines from which the first letter or letters are omitted.

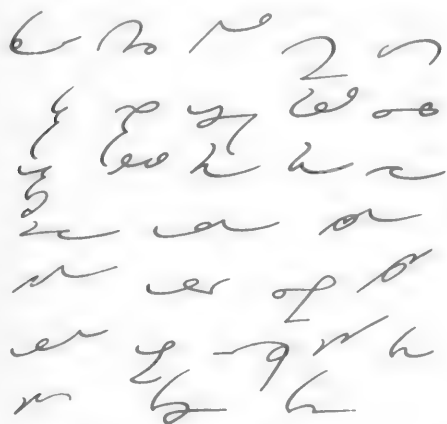


Key: Ask, attention, another, assist, avoid, occasion, because, except, effect, advise, advance, determine, point, appoint, aware, while, wire, wife, went, woman.

Because of their usefulness *among* and *enough* have been retained. Also most of the words from which initial *w* or *wh* is dropped have been retained—*why*, *when*, *where*, *were*, etc.

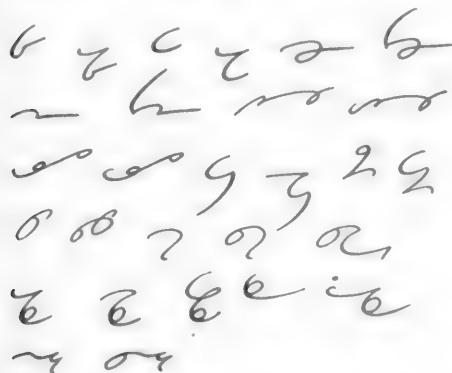
Another difficult group for the learner was the group from which one final shorthand character was omitted, a character that was written in similar outlines. The shorthand learner is strongly influenced by analogy. When he finds that the shorthand character *m* is added to form the *-ment* derivative of large groups of words, he will naturally tend to add the *m* for *-ment* in every case. The learning and teaching burden of automatizing the dropping of *-ment* or *-tion* or *-ly* in a few words is too great for the very

slight advantage gained. Therefore some outlines have been lengthened by the one stroke that the learner naturally adds.



Key: Built, difficulty, delivery, government, organization, possible, capable, resemble; friendly, immediately, respectfully, thoroughly; full, fall, call, small, little, title, total, length, imagine, doubt, render, river, engage, stood, poor, stock, became, become.

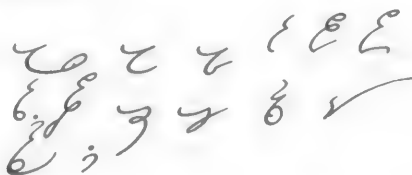
The same tendency of the learner to write by analogy has made extremely difficult in the past the memorization of such pairs as *ready* and *already*. The teacher will immediately perceive the great advantage to the learner of the changes shown in the following groups.



Key: Port, report; present, represent; came, became; come, become; together, altogether; ready, already; prove, improve; effect, perfect; out, without; company, accompany, accomplish; repair, compare, prepare; sale, wholesale; cross, across.

Another group caused learning difficulty because of too great a similarity within groups of outlines. The best example of this group is probably *society*, *system*. The new outlines are so different

and so logical that they will easily be remembered.



Key: Reply, represent, report; speak, except, expect, experience, especially; receive, receipt; society, system; husband, house.

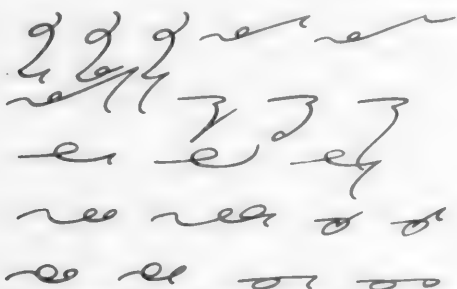
One small group of words that wasted teaching and learning time contained the words that are no longer frequently used in business correspondence because of the improvement of writing style. These words still appear in available word-frequency lists, which were made when the words were still used in business letters. No longer does one say, "I am in receipt of your kind favor of the 27th ultimo and in reply would beg to advise you that. . . ." No longer does one say, "Enclosed herewith please find our draft to which I trust you will give your kind attention and oblige. . . ."



Key: Herewith, receive, receipt, oblige, respectfully, reply, favor, beg, find, kind, trust, ultimo, attention, advise.

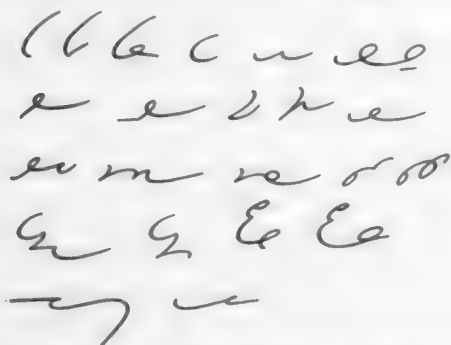
In some cases it is worth while to write a brief form in full in order to simplify the formation of derivatives. The former outlines for *favor* and *credit* created a special learning and writing problem in the formation of even so simple a derivative as the plural. As has already been mentioned, the former brief form for *respect* created a learning and writing problem in the writing of the plural of *regard*. When it is remembered that a pen lift in a shorthand outline is approximately the equivalent of an additional written stroke, to say nothing of the additional problems of outline construction caused by these irreg-

ular outlines, it is clear that the longer visual outlines for the words below are actually quicker to write and read than the apparently shorter outlines formerly used. The apparently clumsy outline for *favorable* will be much quicker to construct and to write than the former outline, which required the writing of the circle with a joining that is incorrect in other words and that therefore was especially difficult for the learner.



Key: Favors, favorite, favorable; credits, creditor, creditable; moved, movie, movable; mails, mailed, mailable; clearly, clearance; night, nights; carry, carries; names, namely.

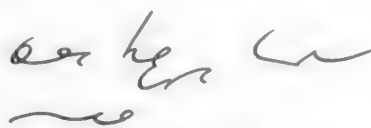
In a few cases the former outlines have been changed in order to make a more positive distinction between pairs of words that the pupil sometimes confused in transcription. If the *t* were curved in the former outline for *till*, it could easily be misread for *until*. The two new outlines are not only unmistakably legible but are both written in full and require no special learning effort. The addition of the *t* to *but* not only obviates many transcription errors but also breaks up another "triplet."



Key: By, but; bring, present; railroad, railway; till, until; further, future; real, thorough; school, skill; with the, without; personal, perfect; express, explain; mortgage, loan.

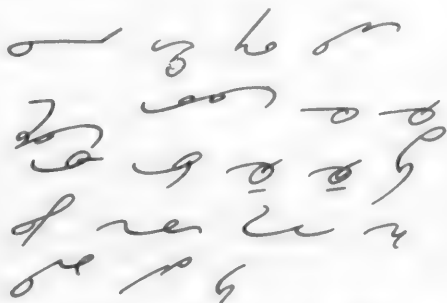
Most of the brief forms and contractions that have been lengthened were written in full because they fall into one of two groups. In the one group the word is so infrequent that there is no reason at all to impose on the learner the memory burden of learning a contraction. In the other group the word is reasonably frequent, but the full outline is so easy to write that the memory burden of a contraction cannot be justified.

In the first group are such words as the following, which had not a single occurrence in the 1,500,000 running words of business-letter material tabulated in the Horn-Peterson list.



Key: Silence, jurisprudence, punctual, glory.

In the second group are such words as *amount*. The only difference between the abbreviated form requiring special memorization and the full form shown below is that the *m* is lengthened to the *men* blend. In *life* the only difference between the abbreviated form requiring special memorization and the full form is a break in the circle to represent the diphthong *i*. The very slight gain in manual facility does not begin to counterbalance the learning burden of the large number of words in this group. A few examples of the words are:

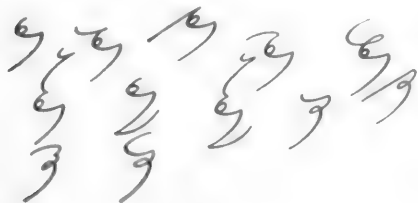


Key: Amount, occupy, jury, educate, investigation, litigation, my, might, line, life, quite, quiet, above, attach, clerk, floor, cause, address, duty, push.

Brief forms and contractions were

sometimes brought into the system to avoid the possibility of conflict because of a similarity of outline that has now been eliminated by a change in principle. The contractions have therefore been eliminated. An example of these groups is the series in *serve*, *ceive*. Because the omission of *r* resulted in the series in *serve*, it was necessary either to violate that principle or to form special contractions for the similar series in *ceive*. But the word *observe* had to be written like the *ceive* series because of the joining difficulty.

Now that the *r* is no longer omitted in *serve*, it is possible to give consistent and analogical outlines for both series and so lighten the learning burden.



Key: Serve, reserve, deserve, conserve, pre-serve, observe; servant, observant; receive, deceive, conceive, perceive.

Every principle and every outline that has been changed in the Simplified Edition has been changed after the most careful consideration of the effect of the change on the learning load, on the writing facility, and on all other related outlines in the shorthand system. In this necessarily brief account of changes in the brief-form list it is not possible to discuss the reasons in detail, but the explanations given here will indicate to the teacher the thought that has gone into the changes.

If the reason for some change in the Simplified Edition is not clear to you, the authors will be glad to correspond with you about it.

A booklet entitled, "A List of Changes in the New Gregg Shorthand Manual," gives a complete list of the brief forms that have been eliminated or changed. This booklet will be sent without charge to any teacher requesting it.

Problem Typing— for Thinking Typists

■ MARION DARST
Kent State University
Kent, Ohio

THE other day someone was talking about a typist in an Army office during the war. This typist was evidently the ultimate in poker faces: No matter what he typed, his facial expression never changed. What he was copying never seemed to affect him in any way at all. Some other members of the office staff one day composed a letter in which there were several caustic remarks about him, gave it to him to copy, and then watched to see whether he would show any signs of comprehending what was in the letter as he typed it. But—not even the lift of an eyebrow.

We have all had pupils in our typing classes who were poker faces, in varying degrees; and we have often wondered what we could do to stimulate pupils to *think* about their work as they work. We know that businessmen sometimes say that the typists we send them are acceptable in mechanical typing ability but that "they can't think—they have no ability to solve little problems on their own." This leads to the question: What can we teachers do to help develop a *thinking* typist?

There are many techniques we can weave into the daily lesson to stimulate thinking. To illustrate, let us look at some ways to develop thought in a single, narrow area—that of typing style. Typing style refers to such matters as: when to use the quotation mark and how to use it with other marks of punctuation; when to use figures and when to write out numbers in typed matter; how to indicate book and article titles; how to

type various abbreviations; how to divide words correctly at the ends of typewritten lines; how to indicate sums of money in typing; and so on. These technical points, which present little difficulty to experienced typists, are often confusing to learners.

Typing textbooks usually provide model sentences or paragraphs incorporating these points. The rules that are illustrated by an exercise are supposedly to be studied by the pupil before the exercise is typed. However, if one questions pupils immediately after they have completed typing such an exercise, or if one gives them a problem calling for application of the same principles, seldom do they give evidence that they have learned much from their reading of rules and typing of the model.

THE "incidental" method, which certainly is not new to experienced teachers, seems to provoke more thought on the part of the pupil about what he is doing and seems to teach typing style more effectively than do copy-drill methods. The "incidental" drill consists of (1) direct dictation of a simple typing problem; (2) verification and discussion of the correct way to do it; and then (3) an application of the same principle in another dictated problem or problem-copy exercise.

For example, suppose we are taking up the use of quotation marks and their use with other marks of punctuation. First, the class would be told to type in quotation marks a short sentence with a period at the end, such as "*I may go.*" The sentence is written on the board while students type it; and then questions are asked about the spacing between the first quote and the *I*, the placing of the period *inside* the closing quote, the spacing between the period and quote, and the spaces to leave after the quote.

A second sentence would be drilled on in similar fashion: *John said, "I may go."* Then another variation: *John said, "May I go?"* Here special emphasis must be

given to the reason for placing the question mark inside the closing quote, and a contrasting example should follow: *Did John say, "I may go"?* A generalization of the rule for the placing of periods and question mark in relation to quotation marks would be given, followed by dictation of a few more short problem sentences applying the generalization.

After the first presentation of these rules, the teacher could again dictate problem sentences and have pupils check one another's papers and retype the sentences correctly after discussion. Or, rough-draft problem sentences could be written on the blackboard, to be typed correctly by the pupils. While it might appear that the incidental drill method takes a great deal of time, it is actually very economical: it takes only a few minutes of each day's drill time.

AFTER two or three periods of this incidental approach, it is well to give a brief problem test containing a few sentences such as those that follow this paragraph. Problem tests may review just one typing-style principle or they may incorporate a review of several principles. The fourth sentence below, for instance, includes the use of the apostrophe; and the last sentence brings in the indirect quotation.

The package was marked "Fragil; so we handled it carefully.

Mary asked shall we plan to go tomorrow
I wonder said the president whether this actually is the case

Did Bob say, I will be there at nine o'clock

Did you ever hear of a "talking check"

The book stated that few people ever oppose the idea.

One could go on indefinitely, illustrating the use of this informal way of teaching typing style. There may be no statistics or studies to prove its results in terms of actual thinking typists. But, when the student encounters problems in later work in the typing course, in transcription, in his personal typing, and in the business office, he will be prepared to solve them.

The Case of the School Sweater



Monday. Lucille Tancredi is very much interested in an attractive offer that her friend, Kay Clark, is making over the phone. Lucille is to let Kay know by Tuesday if she wants to accept the offer.



Tuesday. Lucille decided to accept the offer. She wrote Kay, enclosed a check, and is now on her way to mail the letter.



Wednesday. Kay is now offering the same bargain to Margaret Rindt. Margaret says, "Yes, Kay, I will buy this school sweater. I'll take it with me, but you won't get paid before I get my allowance Thursday."



Wednesday. Kay receives Lucille's acceptance and is now in a dilemma.

Who Legally Gets the Sweater?

Margaret may keep the sweater. Kay made her offer to Lucille by telephone. Because Lucille did not telephone her acceptance (that is, did not use Kay's agent), her acceptance would not be considered legal until it had been received

by Kay. Kay may make the same offer to more than one person, but the first legal acceptance cancels the offer to the others.—*Ethel Beatty Smith, Jamesburg, New Jersey, High School, and her students.*

BRAWNELL'S BUSINESS COLLEGE

492 Holsom Avenue
Pittsburgh 8, Pennsylvania

May 4, 1949

Mr. Ralph C. Frost, librarian
Central Public Library
4th St. and Morley Ave.
Pittsburg 13, Pennsylvania

Dear Mr. Foster:

The principle of our School, is sending you under separate cover, a copy of the first edition of their book "Lesson plans". Please except this addition to our library with his complements, This 1st edition has been in the principles luxurious library. Accept on one occasion where he let the British Council take the book for one day, he has never lent "Lesson plans to any one.

I have had some correspondents with your' binding department, that advises me to have a clothe cover put on the book. If the General Public will have excess to them I think this would be the proper thing.

I am leaving for a vacatoin in the healthfull climat of the seashore, and if any farther correspondents was neccesary, please address them to me in care of general delivery, Atlantic City, New Jersey. If the matter can wait however, until I get back latter in the month, please address the correspondents to me in Pittsburg.

Yours truly,

Harold B. Fleischer
Adminstrative Assistant

HBf:mlo

You and your students will enjoy this month's WWT. You may duplicate copies for classroom use or obtain reprints from the B.E.W. at 3 cents each.

"Par" for a "junior" certificate is 43 errors found; for a "senior" certificate, 50; for a "superior" certificate, 56. The key is given on page 562.

The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

Let the Pupil Be the Judge!

■ MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

HOW much will each of your pupils be worth to an employer? Each pupil must judge his own ability, and do it honestly, before he applies for a job.

If he reaches beyond his ability, he will lose the job and may become discouraged or, even worse, disgruntled. If he underestimates his competence, he is not doing himself justice and may miss a good opportunity. He needs to be fair with himself and face the facts. He needs to know his strong points and his weak points.

This month we present our last transcription project for the school year. Encourage your pupils to make the most of this opportunity before they go out to seek a job.¹

Presenting the Project

Step 1. Duplicate, write on the board, or dictate the following information for the students:

To: Students in (Course Designation)

From: (Instructor's name)

Subject: Special Transcription Project

Assume that you work for Wm. E. Schenk, of Schenk, Inc. (a rental agency). Miss Cynthia Wast, 248 North Short Street, Lawrenceburg, Indiana, is one of your tenants. Decorators, Inc., is located in Lawrenceburg, Indiana; and the owner, Mr. C. H. Pavey, lives in Hollywood-by-the-Sea, Florida.

¹ Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificate, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (425 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates certify genuine skill.

Mr. Schenk has received the following letter from Miss Wast:

"I am considerably upset!

"You will remember that the last time you were here we discussed the wall coloring that would be most suitable for the furnishings I have. I thought we had agreed upon a light green in the living room.

"The contractor you sent has painted the walls a revolting shade of yellow and insists those were his orders. I would have prevented this happening, but he did most of the painting in my absence.

"Please do speak to him and have the wall color changed. It is impossible as it is!"

Mr. Schenk calls you in to take dictation. He dictates three letters. You will need these supplies: (1) three letterheads; (2) three file-copy sheets; (3) two carbon-copy sheets; and (4) two sheets of carbon paper. Typing of envelopes has been omitted because of the difficulty in mailing for certification.

As Mr. Schenk dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants it. Mr. Schenk sometimes makes a slip in grammar, too; and he expects you to correct any such error when you transcribe his material.

Step 2. After checking that the students have the supplies enumerated above and that they understand the instructions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation that you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes by your voice inflection—not always are the changes indicated by such expressions as "Change that" or "No."

[Note: In this copy, the italicized portions indicate words that you say but that the students do not transcribe. When cor-

recting the transcripts later, you need read only the nonitalicized portion. You should dictate every word given here.—Editor]

Take this letter to Decorators, Inc. Miss Cynthia Wast, 248 Short Street, of your city, writes us that she has had some difficulty with one of your painters. Paragraph. According to the specifications—change that. She says—quote her second paragraph. Paragraph. According to the specifications in our copy of the contract, the living room wall was to have been a light green—the living room wall at this address was to have been a light green. The tenant here is*

* North.

Key to the WWT (page 560)

Line

- 2 (1) Capitalize Librarian.
- 3 (2) Public not Plubic.
- 4 (3) Spell out Fourth; (4) spell out Street;
(5) spell out Avenue.
- 5 (6) Pittsburgh not Pittsburg.
- 6 (7) Frost not Foster.
- 7 (8) principal not principle; (9) small s in school; (10) omit comma after school; (11) insert comma after you; (12) separate not seporate.
- 8 (13) edition not eddition; (14) his not their; (15) insert comma after book.
- 9 (16) Capitalize Plans; (17) period belongs inside of quote; (18) accept not except; (19) your not our.
- 10 (20) compliments not complements; (21) period not comma; (22) first not 1st; (23) edition not eddition; (24) prin- not princ-.
- 11 (25) cipal not ciple; (26) cipal's not ciples; (27) luxurious not luxourious; (28) Except not Accept; (29) insert comma after occasion; (30) when not where.
- 12 (31) Consul not Council.
- 13 (32) Capitalize Plans; (33) close quote after Plans; (34) delete space in anyone.
- 14 (35) correspondence not correspondents; (36) delete apostrophe after your.
- 15 (37) which not that; (38) advises not advizes; (39) cloth not clothe.
- 16 (40) Small g in general; (41) small p in public; (42) access not excess; (43) it not them; (44) insert comma after it.
- 17 (45) Insert to do after thing.
- 18 (46) vacation not vacatoin; (47) healthful not healthfull; (48) climate not climat.
- 19 (49) Semicolon after seashore not comma; (50) insert comma after and; (51) further not farther; (52) correspondence not correspondents; (53) is not was; (54) necessary not neccesary.
- 20 (55) it not them; (56) capitalize General; (57) capitalize Delivery.
- 21 (58) Insert comma after wait.
- 22 (59) later not latter.
- 23 (60) correspondence not correspondents; (61) Pittsburgh not Pittsburg.
- 26 (62) Administrative not Adminstrative.

paying a (quote) premium (unquote) for special privileges, one of which is the right to specify the interior decoration. Paragraph. For this reason, we were particularly careful in the contract with you to make the statement that not only was the living room to be light green, but it was also to be the shade specified by the tenant, Cynthia Wast. Underline specified by the tenant. Paragraph. There is clearly—no. There has been to our mind some error—change that to—a significant error on the part of your organization in carrying out your part of the contract. Paragraph. Will you please see that the painting is redone in a color to suit the tenant and that it is done within a reasonably short time. All this is a decided convenience** to Miss Wast and a great disappointment to us. Very truly yours.

Now a letter to Miss Wast. We were sorry—let's start again. Thank you for your letter. We are sorry you have been put to all this unnecessary trouble and inconvenience. Paragraph. You were correct about the paint color for the living room—dash—light green. In addition, the shade was to have been specified by you. Paragraph. We have today so notified the contractors. They should get in touch with you within a reasonably short time and arrange to repaint the room. Paragraph. We are extremely sorry—no. It is regrettable that such work is done in spite of contractual specifications, but such seems to have been the unfortunate case here. Paragraph. We hope there will be no further trouble. Sincerely yours.

Mark this letter for follow-up within ten days. Oh, yes, make an extra carbon of this and the preceding letter. Attach them to this letter to C. H. Pavey in Florida.

Dear Mr. Pavey: Enclosed are two letters—are copies of two letters—regarding rental property at 248 North Short Street, Lawrenceburg, which are self-explanatory. Paragraph. We understand that you have some indirect interest in this firm and that is why you recommended—change that—you requested that we do business with them. Paragraph. For your information, at first we had difficulty getting them to abide by a time schedule (dash) now this (exclamation point). Sincerely yours.

Step 3. Without giving the students any assistance, time their transcription. As each student completes his transcripts—the three letters—tell him how many minutes he has taken and direct him to write the number of minutes on the top of the first letter.

Step 4. When all students have completed the test, correct the papers by reading the nonitalicized type given in the test.

Step 5. Select all the sets of transcripts that are completely mailable (no misspell-

** inconvenience

ings, untidy erasures, uncorrected typographical errors, serious deviation in wording, or poor placement) and send them to the BUSINESS EDUCATION WORLD, Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each set of transcripts (originals only) together. Show the student's name, rate, certificate he has earned, and name and address of the school on the letter. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B. E. W. stamps for each student's set of transcripts,

to cover in part the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants and the speeds of their transcription.

Step 6. Stand by for celebration! Within a few days you will receive the appropriate certificate for each student whose work has met the standards enumerated above—and what a proud day that will be!

Last Reminder. There is no dead line for submitting the transcripts. Remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

May Bookkeeping Awards Contest

■ **MILTON BRIGGS**
Senior High School
New Bedford, Massachusetts

Cash Prizes
Certificates of Achievement
Closing Date: May 25, 1949

NOW is the time of year when teachers seek some sort of revitalizer for their classes, a relief from textbook routine. For bookkeeping teachers, the BUSINESS EDUCATION WORLD's monthly awards contest is a solution of the revitalizing problem.

The purpose of this month's contest is to provide teachers with a test that will challenge the bookkeeping knowledge of their students and, at the same time, stimulate their interest. An impartial board of examiners in New York City will grade all papers submitted in this contest and will send a two-color Certificate of Achievement to every student who submits a satisfactory solution for the contest problem. The B.E.W. will distribute cash prizes, too,

for the best student papers. The contest rules are on page 564.

Please read the following paragraphs to your students:

One of the principal purposes of bookkeeping is to furnish the proprietors, or owners, of a business with certain fundamental figures and information. Fundamental figures are key figures—those that help businessmen to unlock the doors that lead to success. Some of these key figures are income, cost of merchandise sold, gross profit, net profit or net loss, assets, liabilities, and proprietorship (capital or net worth). In this contest, you will play the part of a bookkeeper-detective whose duty it is to discover certain key figures.

Name of Business	Total Assets Mar. 31, 1949	Total Liabilities Mar. 31, 1949	Proprietorship Mar. 31, 1949	Proprietorship Jan. 1, 1949	Net Profit or Loss
New Idea Novelty Co.	10,795.50	3,464.04	?	6,500.00	?
Crown Candy Shop	15,400.00	?	12,690.90	9,908.78	?
Nichols & Parker	?	4,404.60	6,367.09	6,441.03	?
H. P. Simmons & Son	9,864.05	2,964.19	?	6,000.00	?
Minute Man Supply Co.	25,000.00	?	21,604.80	18,500.00	?

Form A. For use with Assignment A, given on the next page.

Name of Business	Net Sales	Merchandise Inventory Jan. 1, 1949	Total Purchases	Merchandise Inventory Mar. 31, 1949	Cost of Goods Sold	Gross Profit on Sales	Total Expenses	Net Profit or Loss
Darling Dolls Corporation	12,042.16	4,048.29	6,934.81	4,640.06	?	?	4,904.19	?
John Bolton's Sons, Inc.	6,400.56	2,114.42	3,041.24	1,150.90	?	?	1,924.11	?
Brownell & Borden	20,932.04	9,434.71	19,064.17	12,037.76	?	?	5,001.24	?
Henry Hill Company	4,011.95	1,692.29	4,402.91	2,979.16	?	?	504.34	?
Vitamin Valley Corporation	10,928.16	3,642.11	6,404.24	3,045.34	?	?	1,102.85	?

Form B

TEACHERS: Show Forms A and B on the blackboard, dictate the information, or duplicate copies for each of your students.

Assignment A, for a Junior Certificate

Copy and complete Form A. Replace each question mark with the correct figures. Use *pen and ink*. Encircle any losses.

Assignment B, for a Senior Certificate

Copy and complete Form B. Replace each question mark with the correct figures. Use *pen and ink*. Encircle any losses.

Assignment C, for a Superior Certificate

Do both assignments A and B, one on each side of your paper. Use *pen and ink* or a typewriter.

Rules for Monthly Bookkeeping Contests

1. **AWARDS.** First prize in each division, \$3; second prize \$2; honorable mention, a Scholastic Achievement Certificate suitable for framing; every satisfactory solution, the appropriate Junior, Senior, or Superior two-color Certificate of Achievement.

2. **CLOSING DATE.** May 25, 1949.

3. **MAILING.** Send solutions (not less than five) via express or first-class mail to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York.

4. **IDENTIFICATION.** Print the student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner. Send a typed list in duplicate of the names of students whose papers are submitted. Place *A* after name if Junior Certificate is to be awarded, *B* to indicate a Senior Certificate, and *C* to indicate a Superior Certificate. Certificates must be earned in order.

5. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

6. **Judges.** Milton Briggs, Claudia Garvey.

7. **O.B.E. CHARTER.** A charter for a chapter of the Order of Business Efficiency will be issued on request to a school when ten or more students have won senior B.E.W. certificates.

■ THE GREGG WRITER DICTATION MATERIAL

The Upper Berth

From "Wandering Ghosts"

F. MARION CRAWFORD

Copyright, 1911, by the Macmillan Company

PART IV

THERE WAS STILL a good deal of light from the pane of ground glass near the door, behind which loomed the regulation lamp. The ship rolled heavily, and the curtain of the upper berth swung far out into the stateroom and back again. I rose quickly from my seat on the edge of the bed, and the captain at the same moment started to his feet with a loud cry of surprise. I had turned with the intention of taking down the lantern to examine it, when I heard his exclamation, and immediately afterward his call for help. I sprang toward him. He was wrestling with all his might with the brass loop of the port. It seemed to turn against his hands in spite of all his efforts. I caught up my cane, a heavy oak stick I always used to carry, and thrust it through the ring and bore on it with all my strength. But the strong wood snapped suddenly, and I fell upon the couch. When I rose again the port was wide open, and the captain was standing with his back against the door, pale to the lips.

"There is something in that berth!" he cried, in a strange voice, his eyes almost starting from his head. "Hold the door, while I look—it shall not escape us, whatever it is!"

But instead of taking his place, I sprang upon the lower bed, and seized something which lay in the upper berth.

It was something ghostly, horrible beyond words, and it moved in my grip. It was like the body of a man long drowned, and yet it moved and had the strength of ten men living; but I gripped it with all my might—the slippery, oozy, horrible thing—the dead white eyes seemed to stare at me out of the dusk; the odor of rank sea water was about it, and its shiny hair hung in foul wet curls over its dead face. I wrestled with the dead thing; it thrust itself upon me and forced me back and nearly broke my arms; it wound its corpse's arms about my neck, the living death, and overpowered me, so that I, at last, cried aloud and fell, and left my hold.

As I fell the thing sprang across me, and seemed to throw itself upon the captain. When I last saw him on his feet, his face was white and his lips set. It seemed to me that he struck a violent blow at the dead being, and then he, too, fell forward upon his face, with an inarticulate cry of horror.

The thing paused an instant, seeming to hover over his prostrate body, and I could have screamed again for very fright, but I had no voice left. The thing vanished suddenly,

and it seemed to my disturbed senses that it made its exit through the open port, though how that was possible, considering the smallness of the aperture, is more than anyone can tell. I lay a long time upon the floor, and the captain lay beside me. At last I partially recovered my senses and moved, and instantly I knew that my arm was broken—the small bone of the left forearm near the wrist.

I got upon my feet somehow, and with my remaining hand I tried to raise the captain. He groaned and moved, and at last came to himself. He was not hurt, but he seemed badly stunned.

THAT is the end of my story. I finished the trip in the surgeon's cabin, and the carpenter carried out his scheme of running half a dozen four-inch screws through the door of 105; and if ever you take passage in the Kamtschatka, you may ask for a berth in that stateroom. You will be told that it is engaged—yes—it is engaged by that dead thing.

(The End)

A Fortune in Peanuts

JACK STONE

As condensed in "The American Digest"
from "The American Weekly" of
January 18, 1948

ON A COLD, rainy October night of 1889 a slight, bewildered, little Italian¹ immigrant by the name of Amadeo Obici arrived in Scranton, Pennsylvania, to make his home with² an uncle. He was eleven years old. His earthly possessions consisted of seventy-five cents.

Fifty-eight³ years later, that same Amadeo Obici lay dying in Mercy Hospital, Wilkes-Barre, Pennsylvania.⁴ His short, stocky body was wracked with pain. He knew his end was near. Yet his eyes were still set upon the horizon⁵ and there was a smile on his lips. His heart was filled, too, with wonder, the wonder of his wife, who had died seven⁶ years before, and whom he hoped soon to join.

"The woman I married gave me all the success I have known," he told his⁷ nurse.

Amadeo Obici was no longer a poor immigrant boy. He was the nation's "Peanut King," a⁸ multimillionaire, organizer of the Planters Nut and Chocolate Company and subsidiaries.

Between⁹ that day in 1889 and Obici's death in May, 1947, lies a truly¹⁰ rags-to-riches saga. It is the story of a man's belief in himself and his dream, of a woman's¹¹ unwavering faith in her husband, of simplicity of soul and honesty of effort.

AMADEO'S first job¹² in his adopted country

was as helper to his uncle, a Scranton tailor. He gave that up and got a job¹³ in a cigar factory; then shifted to Wilkes-Barre, where he worked in the fruit-stand business for six dollars a¹⁴ month and board. Next he was barkeeper in a saloon whose proprietor also indulged in local politics.¹⁵

The saloon owner asked the eager young immigrant to do missionary work among the Italian¹⁶ population for his candidates.

Amadeo consented, and it was in this way that he met Mario¹⁷ Peruzzi, who later became his fellow worker and brother-in-law, and who now has largely inherited control¹⁸ of Obici's vast peanut enterprises.

It was in this way, too, that he met Louise Musante, a grave¹⁹ brown-eyed girl with a wistful smile who came from his native Italy.

Some people might laugh at the lowly peanut²⁰ as a steppingstone to riches, but not Louise. She listened gravely to his plans. "So," she told him, "you want to go²¹ into the peanut business in a big way? Well, why not? I think it is wonderful."

AMADEO got himself²² a small peanut roaster and roamed the town. Gone were the barkeep days. Ahead lay success. When his business had built itself²³ up to a point where Amadeo whistled while he worked, Louise prodded him. "You must expand," she told him. "You²⁴ can never get ahead by standing still."

Amadeo bought a \$39,000 building by covering²⁵ it with a \$39,000 mortgage. This he was able to do because John Hance, a grocer and²⁶ bank official, who took a fatherly interest in the young immigrant, arranged the unusual business²⁷ transaction. Later Hance was to be more than repaid for his faith.

With ready cash of \$600 Obici²⁸ installed an oyster bar, a soda fountain, and a big peanut roaster. The bar and soda fountain did all²⁹ right, but it was the peanut roaster that brought the money in.

He married Louise and they were sublimely happy.³⁰ In 1906 it was clear—Louise made it clear—that Amadeo should expand once more. All he needed³¹ was capital. Peruzzi, now his close friend, put up \$2,000 and came in as a business partner.³² Together they formed Planters Peanut Company. Obici's chief asset was a process he had discovered by which³³ peanuts could be blanched of their red skins before salting without breaking in half.

Five girls did the roasting and packaging,³⁴ while he made the rounds of the town in an old wagon bearing the inscription: "The Peanut Specialist."

OBICI³⁵ and Peruzzi were experts at merchandising even then. Amadeo inserted one of the letters³⁶ of his name in each bag of nuts. A complete set, spelling Amadeo Obici, was worth, first, a free bag of³⁷ peanuts and later a dollar watch.

Despite their hard work it was 1910 before Planters Peanut³⁸ Company showed a net profit:

\$4,000 on \$100,000 sales. Two years later it paid its³⁹ first dividend.

But Obici, backed by an ever-confident Louise, was not one to stop there. With his wife at⁴⁰ his side he appeared in one of the largest banks in Suffolk, Virginia, one day in 1912. He⁴¹ outlined his Wilkes-Barre success to the president, then blurted out his request without pausing for breath:

"I need⁴² \$100,000 from your bank to build a peanut-cleaning plant here."

"You can't build a plant for that amount,"⁴³ the banker said.

"No," said Obici. "I plan to get \$25,000 each from two other banks."

The⁴⁴ president gazed past the couple. "There's really no reason for your going to those other banks," he said at last, "we'll⁴⁵ let you have the whole amount."

FROM that day on the rise of Obici's company was assured. He opened plants in⁴⁶ California, Canada, stores over the nation, subsidiary units to make peanut by-products.⁴⁷ When the prices rose, he refused to lower the quality of his product or pass the cost on to the consumer.⁴⁸

He had brought his entire family over from Italy.

John Hance, who had meantime gone broke, was not forgotten⁴⁹ either. Obici brought him to Suffolk and took care of him until his death.

When Louise died, in 1940,⁵⁰ a part of Amadeo died with her. That was why, as he lay dying himself, he could smile:

"You know,"⁵¹ he told his nurse, "Louise always said I was the man who took peanuts and put them to work. But I really didn't.⁵² It was Louise." (1024)

Changing His Mind

A WEALTHY MAN, who owns a country residence, recently became dissatisfied with it, determined to have¹ another, and instructed an auctioneer famous for his descriptive powers to advertise it in the papers² for private sale, but to conceal the location, telling purchasers to apply at his office. In a few³ days the gentleman happened to see the advertisement, was pleased with the account of the place, showed it to his wife,⁴ and the two concluded it was just what they wanted, and that they would secure it at once. So he went to the office⁵ of the auctioneer and told him that the place he had advertised was such a one as he desired, and he would⁶ purchase it. The auctioneer burst into a laugh, and told him that that was the description of his own house, where he⁷ was then living. He read the advertisement again, pondered over the "grassy slopes," "beautiful vistas," "smooth lawn,"⁸ etc., and broke out, "Is it possible! Well, make out my bill for advertising and expenses, for, by⁹ George! I wouldn't sell the place now for three times what it cost me."¹⁰ From "Seed Thoughts for Public Speakers." (196)

How to Make Friends by Telephone

Condensed from the booklet of the same name with the permission of the Michigan Bell Telephone Company

DO YOU have any telephone friends whom you have never met face to face? You probably do; most of us do. Yet,¹ strange as it seems, we do have clear mental pictures of these persons.

One of your telephone friends is kind and considerate.² When you call him or he calls you, immediately you feel that he is glad to meet you, even though it³ is by telephone. How do you get that impression? You cannot see him. You cannot see the smile on his face. You⁴ cannot see his facial expression. Yet you know what he is like and you like him. How does he win your friendship? He⁵ does it by his voice alone.

Then there is probably someone else whom you do not call a friend even though you talk⁶ with him frequently. Perhaps he does not mean to sound gruff or rude, but he does sound that way—when he talks over the⁷ telephone. He talks too loudly and he is too abrupt.

Yet if you were to meet these persons, it might be they would⁸ be equally charming and equally pleasant. Both *could* be pleasant over the telephone. It is not difficult.⁹ By following the simple rules of courtesy, it is easy to develop a pleasing telephone¹⁰ personality. It is easy to learn how to make friends by telephone. Remember that you are just a voice when¹¹ you use the telephone; then try these rules:

1. When placing a call, be sure of the number. If you are not sure, it¹² will save time and irritation to look up the telephone number in the directory. Don't let your memory¹³ give you a wrong number!

2. Be ready to start talking the minute you get the party you are calling. Know¹⁴ what you are going to say—it is a good idea to have notes before you. Notes help you to keep your conversation¹⁵ brief and to the point.

3. Don't hang up if the phone is not answered right away. Allow at least a¹⁶ minute (about ten rings) for the person you are calling to reach his phone.

4. Don't keep the other fellow waiting¹⁷ when he answers your call. Nothing is more irritating than picking up a phone and hearing, "Mr. Jones is calling." Just a minute, please.

5. When making a long-distance call, remember that the operator must write down the¹⁸ information you give her; so speak clearly and not too rapidly.

6. When telephoning, identify yourself.¹⁹ Introduce yourself at once, using your most pleasant tone just as you always flash your most pleasant smile when you²¹ meet someone.

7. If you know the conversation is going to be lengthy, be sure to ask whether it is²² convenient for your friend to talk. Businessmen often have visitors at their desks, you know.

8. Always speak directly²³ into the transmitter. The mouthpiece should be level with your lips. Remember that words that have to slide around²⁴ a cigar, a pencil, or candy or gum in your mouth will not be understood. Speak naturally. A loud voice²⁵ sounds gruff and a weak voice becomes just a whisper.

9. Try to visualize the person to whom you are talking.²⁶ Talk the same way you would in a face-to-face conversation.

10. Be sure to say "thank you" and "you're welcome"—just as²⁷ any lady or gentleman would.

11. Don't interrupt the other fellow. Etiquette applies in²⁸ telephone conversations just as it does in any other conversations.

12. Use the other party's name often.²⁹ His name is music in his ears.

13. Offer to call back anyone who has asked you a question that you cannot³⁰ answer at once. Always explain any delays. If you do lay down the telephone so you can get information,³¹ lay the phone down gently on a book or pad.

14. What should you do if you do dial a wrong number?³² Why, of course you should apologize for inconveniencing the person who answered your call.

15. Answer your³³ own telephone promptly.

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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Whoever is calling may not have read Rule 3. He may not know that he should wait³¹ for at least ten rings.

The way to make friends by telephone is this: treat every caller with the respect that you³² would the president of your firm. (706)

Roads Paved With Gold

From the FORD TIMES

BETWEEN Grass Valley and Colfax, California, there is, in real fact, a gold-plated highway.

For a length¹ of about twenty miles that stretch of paving assays fifteen hundred dollars per mile. One actually may take² that pleasant drive and tell one's friends: "While I was in California I drove over thirty thousand dollars' worth³ of gold and didn't even stop to pick it up."

In the early Thirties they surfaced that strip of road construction⁴ with gravel from the mine dumps in historic Grass Valley. After the material had been spread, the man on the sprinkling cart wet it down for the steamroller. Something shiny caught his eye. He picked it up. It sparkled.

He took it⁵ to an assayer, who bought it for \$2.50. It was a piece of "jewelry rock"—quartz with wire-gold⁷ in the seams.

Next day hundreds of persons were pawing over the coarse material scattered along the roadbed.⁸ Engineers from the great gold mines of Grass Valley explained that enough gold escaped in early-day milling to give⁹ each mile of the roadbed a value of fifteen hundred dollars.

Not only that, but dozens of streets in Grass Valley¹⁰ are paved with the same material. So, if you have occasion to drive around the town, you will really¹¹ be driving over streets paved with gold.

This peculiar and interesting state of affairs does not apply exclusively¹² to Grass Valley and Colfax. It pertains to many storied spots along the great Mother Lode of the Golden¹³ State.

You can still dig sizable nuggets out of the mud in Hangtown Creek, if you are persistent. And you may¹⁴ be fortunate enough to stop your car at Mark Twain's cabin on Jackass Hill, within a stone's throw of the spot where¹⁵ two wayfarers, caught in the backwash of the depression in 1934, dug forty thousand dollars¹⁶ in eleven weeks out of the slate chimney in a deserted prospect hole.

They brought the material up¹⁷ with a windlass, dumped it onto a plank platform, and picked the wire-gold out of the slate with a pair of tweezers.

Now, ¹⁸ the nuggets are few and far between, but the romance lingers on, and the motorist who is fortunate enough¹⁹ to pass that way will have golden memories to take home.

In recent years it has become a popular form of²⁰ vacation for whole families to visit the Mother Lode and camp along some of its picturesque streams.

Some of²¹ these vacationers linger for weeks in spring and summer, occasionally hitting "the jack pot" and panning out²² enough to pay for the entire outing. But more often they average only from 50 cents to \$2.50²³ a day, plus invigorating recreation and all the trout and bass they need.

"Snipers," the inhabitants²⁴ of that region call them. They come and go with the arrival of spring and the passing of summer—ten thousand²⁵ of them every year. (505)

Conwell's Sword

WILFERD A. PETERSON, in
"The Friendly Adventurer"

RUSSELL H. CONWELL was a man of superhuman achievements. He founded Temple University in¹ Philadelphia. He gave his famous lecture, "Acres of Diamonds," to thousands of audiences, raising a total² of four million dollars, all of which was devoted to the service of humanity.

It is interesting³ to know the inspiration and motive power for Conwell's dynamic power to work. When he was in the⁴ Union Army he had a servant by the name of Johnny Ring. Johnny was undersized and underdeveloped⁵ and the Army wouldn't accept him, but he was so eager to serve that Conwell finally took him along.

Now,⁶ Conwell also had a sword—a beautiful sword all gay and splendid with gilt and with the words on it in Latin,⁷ "True Friendship Is Eternal." It was given to him by the students at Yale when he left for the Army. The scabbard⁸ of the sword was too glittering for regulations and Conwell couldn't wear it, but he kept it hanging in⁹ his tent. One morning the enemy attacked suddenly and Conwell's company retreated across the river.¹⁰ Suddenly Johnny Ring remembered that Conwell's sword had been forgotten. In the face of enemy fire he went¹¹ back, secured the sword, and crossed through a burning bridge to bring the sword to Conwell. He saved the sword, but from his burns and¹² wounds Johnny Ring died.

This heroic deed so impressed Conwell that he vowed that from that day on he would do two men's¹³ work in the world . . . he would work eight hours for himself and eight hours for Johnny Ring. It was this resolve that inspired his¹⁴ life of achievement. (284)

• • •

SAVINGS BOND DOLLARS do double duty—they protect the saver and they protect the national economy.

"Short Vocabulary" Letters

A. E. KLEIN

For Use with Chapter Twelve of the Manual

Dear Member:

The accompanying copy of the legislative program of the *American Automobile Institute*, which has been indorsed by your Club and presented to the members of the *Legislature*, is a² summary of *practical legislation* designed to modernize state laws in connection with the ownership³ and operation of your automobile.

As an automobile owner and taxpayer, this program will meet⁴ with your approval because of its *specific recommendations* for eliminating *dangerous crossings*⁵ and making motoring safer. But approval by itself is *scarcely* enough. For our legislative program⁶ to succeed, we need the assistance of our fellow automobile owners in urging your senators and⁷ assemblymen to support the adoption of these resolutions. Give them your criticism of existing⁸ legislation and state specifically the arguments in favor of substituting our resolutions. As⁹ your elected representatives, they are interested in a citizen's views and observations, especially¹⁰ on merit legislation of this type, which is obviously above regular Democratic and¹¹ Republican politics.

Write today asking them to give this legislation their sympathetic consideration¹² and to vote for its passage when the Legislature takes up the matter.

Very truly yours, (258)

Dear Sir:

The Census of Business covering the calendar year 1948 is now being taken¹ by the Bureau of the Census. Every business establishment (wholesale or retail) must file a report² covering its 1948 operations. Anyone neglecting to do this is guilty of³ a misdemeanor and may be fined up to \$500.

Our records indicate that the Senior Commercial⁴ Corporation is engaged in a variety of activities, practically all of which come within⁵ the scope of the Census of Business. Consequently, you are required, in this connection, to execute the⁶ enclosed form and return it to the Bureau at an early date. By filing promptly and accurately, you will⁷ avoid further correspondence and negotiations involving investigations, and will make possible⁸ substantial savings of public funds.

American industry has coöperated in this year's Census of⁹ Business to a greater extent, comparatively speaking, than in any earlier census. Literally¹⁰ thousands of businessmen and trade association executives have assisted us in developing, for¹¹ their several commercial enterprises, practical and attractive report forms that will succeed in giving¹² the eco-

nomie community the precise information it needs without placing an unusual burden¹³ on reporting companies.

We desire to emphasize that only sworn and qualified officials, secretaries,¹⁴ and clerks are permitted to work with and discuss census returns; no information about any business¹⁵ establishment will be given to any other person, whether in the Administration or in private¹⁶ life, that would disclose even the partial contents of your report.

Your punctual compliance in filling out¹⁷ the accompanying form will be greatly appreciated.

Sincerely yours, (354)

Dear Clayton:

A letter from Mr. Christian of the Atlantic Manufacturers' Exchange to the Secretary¹ of the Independent Indemnity Society, our client, has been referred by the headquarters' office² to us for advice.

It is unfortunate that he feels disappointed with the verdict reached by the jury.³ Their conclusion was in all probability influenced by two conspicuous facts emphasized by the attorney for the plaintiff. First, our assured had said, at the time of the accident, that he was not injured. This the plaintiff's attorney subsequently brought out in answer to Christian's counter claim for personal injuries and⁶ property damage caused by negligence of the plaintiff. Second, our witness, Mr. English, gave testimony⁷ to the effect that the plaintiff's automobile was a Pacific roadster when, as a matter of fact, it was⁸ a Universal sedan.

In our opinion, it is obvious that the conflicting testimony, which to⁹ Christian may seem scarcely significant—even inconsequential—was the prime factor in the jury's¹⁰ unfavorable verdict.

Yours very truly, (207)

A Few Last Questions

(Junior O.C.A. Test for May)

Dear Darlene,

Since moving into our new apartment, Roscoe and I have been so busy that neither he nor I could find the time to write you. We really were in a state of confusion for weeks. Now that we're back to normal,² I thought I'd make final plans for our much-talked-about visit out West.

Please let me know what kind of clothes to bring. Should³ we bring our own linens and blankets?

Hurry and answer now, as the time for our vacation will soon be here. Good-by⁴, for now.

Affectionately,

Catherine (88)

Self-Esteem

(May O.C.A. Membership Test)

COUNT that man an enemy who shakes your faith in yourself. When your confidence in your ability to do the¹ thing your heart has been set upon doing is gone, some of your power goes, also. A stream can not rise higher than² its source; likewise, achievement will not rise above one's estimate of himself.

A lot of people believe that the³ good and beautiful things in life were not intended for them, but were designed for someone else more favored by fortune.⁴ This is not so. It was faith in himself and in his work that enabled Robert Fulton to accomplish what⁵ he did though the whole world might gather to jeer his defeat.

You need to have confidence and self-esteem in order⁶ to make the most of the opportunities flung in your way. (131)

Actual Business Letters

Civic Affairs

Chamber of Commerce, White Plains, Nebraska. Gentlemen:

Yesterday the local paper carried a short news item¹ stating that at your last meeting a committee was appointed to make up a program of town improvements worthy² of the backing of your organization.

Are suggestions to be confined to members of the Chamber of³ Commerce or may any resident submit ideas for consideration? In the latter case, would you please⁴ send me the name of the committee chairman.

Respectfully yours, (91)

Miss Ruth Todd, 41 Main Street, White Plains, Nebraska. Dear Miss Todd:

It is a real pleasure to say, in reply¹ to your letter, that the Civic Improvement Committee of the local Chamber of Commerce is not only² desirous but eager to receive suggestions from any resident of the town.

Your letter has been referred to³ the Committee chairman, Mr. Paul Fuller, president of our local bank, who will write you shortly.

Cordially yours, (80)

Dear Miss Todd:

Several days ago Mr. Crandall, president of our local Chamber of Commerce, acknowledged¹ your letter in connection with our town improvement campaign.

We have worked out the details for a town-wide competition² for the best ideas to help accomplish our purpose. Suggestions will be judged on the basis of their³ value to the town and in relation to the time and cost of execution. There will be numerous prizes,⁴ and any number of ideas may be submitted during the four weeks' period that the contest will run.⁵

Entry blanks containing full information are

being printed at this very moment and will be available⁶ in all stores within a few days.

We surely do appreciate the civic interest shown by you and some⁷ others who also have written us. We know that results will be gratifying.

Good luck in the contest!

Sincerely⁸ yours, (161)

Transcription Speed Practice

Gentlemen:

Your last statement arrived some time ago; but, because of my absence, it has not received attention¹ until now.

There is a difference of \$67.42 between your statement and my records.² As far as I can see, this difference is represented by an invoice for \$37.42,³ which I do not have, and my check of February 24 for \$30, which you do not⁴ show on your statement.

Please let me hear from you about this matter.

Yours very truly, (95)

Dear Mr. Taylor:

Your check of February 24 for \$30 was not credited on the statement¹ about which you wrote us a few days ago because we have been unable to find any record of its² receipt. Probably it has been lost in the mail, although it is entirely possible that despite our best efforts³ an error has occurred and someone else has received credit for it. Will you please look among your canceled checks⁴ to see whether it was returned by your bank.

The \$37.42 is represented by⁵ invoice No. 26482, of December 3. A duplicate of this invoice is enclosed.

Very truly⁶ yours, (121)

Gentlemen:

Thank you for the information contained in your letter concerning my account, and for the duplicate¹ invoice.

The check for \$30 has had plenty of time to clear through my bank, but it has not been received² and cashed as yet. I have stopped payment on it and am now enclosing a new check to take its place.

The duplicate³ bill represents merchandise ordered on approval after an interview with your salesman. This merchandise was⁴ returned for credit about two weeks ago, and your original invoice was enclosed in the package. Thus, having⁵ nothing to remind me of the transaction, I forgot about it until your duplicate invoice brought it⁶ to mind. No doubt the credit memorandum was in process when you wrote me but was not brought to your attention.⁷

Cordially yours, (143)

Dear Mr. Taylor:

Thank you for your letter and your new

check in the amount of \$30. You were right about¹ the credit memorandum's having been in process; your copy is enclosed in this letter.

Your coöperation² is very much appreciated.

Yours cordially, (51)

"Smile Awhile"

From "The Advertiser's Digest"

I ONCE READ about the uppercrust ladies who lived in Rome twenty centuries ago. They collected tears—their¹ own tears. They had little bottles which they'd hold under their dripping eyes so that none of the wet and salty stuff could² get away. When a bottle was filled, they'd cork it and display it in a prominent place . . . because tears were positive³ proof of a sensitive and mournful nature. And a sensitive, mournful nature was considered an enviable⁴ asset.

That quaint custom fell with the Roman Empire and today no trace of it remains. The sourpuss, the⁵ pessimist, the gloom spreader is no longer acclaimed. Rather, he's shunned—except by his own kind.

The average⁶ citizen has so many business and personal worries that he depends on others for spiritual uplifting.⁷ Consequently, he enjoys talking with the man—or woman—who radiates optimism and good cheer.⁸

Come to think of it: that's probably why successful salesmen insist that a smile is the best means of opening⁹ a prospect's mind . . . and his wallet. (186)

To the One-Track Mind

From the "Minnesota Journal of Education"

BEHOLD THE MIGHTY DINOSAUR, famous in prehistoric lore, not only for his weight and strength, but for his¹ intellectual length.

You will observe by these remains, the creature has two sets of brains—one in his head (the usual² place), the other at his spinal base. Thus he could reason *a priori* as well as *a posteriori*.³

No problem bothered him a bit: he made both head and tail of it. So wise was he, so wise and solemn, each thought filled⁴ just a spinal column. If one brain found the pressure strong, it passed a few ideas along.

If something slipped his⁵ forward mind, 'twas rescued by the one behind; and if in error he was caught, he had a saving afterthought.

As⁶ he thought twice before he spoke, he had no judgment to revoke; for he could think, without congestion, upon both sides⁷ of every question. O, gaze upon this model beast, defunct ten million years at least.—B.L.T. (156)

The Feather Merchant

Reprinted from "Cosmopolitan"
by special permission

WASHINGTON SQUARE was filled with the usual afternoon crowds. Proud mothers wheeled new babies under the warm spring sun.¹ Children ran wild, like Indians, in the fenced-in playground, while old men, huddled together along the benches, settled² the problems of the universe or pushed men across checker boards. University students lolled about³ transforming fragments of the square into a campus.

A wiry little man with a gray beard darted across the sidewalk⁴ in front of a young girl. He was engrossed in the tiny paper bag he carried. He reached into the bag, took⁵ out one small white feather, advanced a few steps, tossed the feather into the air, then threw his head back and blew. The girl⁶ stopped and stared unbelievably.

The little man repeated his strange routine again and again, each time taking⁷ only one feather and giving it a great puff. The girl walked over to a street cleaner, who was leaning on his⁸ broom, watching the scene with apparent interest and understanding.

"Pardon me, but can you tell me what that little⁹ man is doing?"

"Oh, him." He smiled in the direction of the feather-blower. "He does that every spring."

"Oh,¹⁰ I see," she mumbled, apparently not seeing at all. She scanned the groups of people, searching vainly for someone¹¹ who shared her confusion. But the little man continued to move among the afternoon crowds, blowing his feathers,¹² and no one so much as lifted an eyebrow.

The girl's eyes trailed him, and the street cleaner continued, "He's blowing feathers"¹³ to the birds, so they can line their nests. Doesn't like to think of the baby birds sitting in scratchy nests."

The young¹⁴ girl surveyed the street cleaner as if she thought he was making a fool of her. She glanced back at the little man¹⁵—seriously going about his task, tossing and puffing. The sidewalk was speckled with feathers. Suddenly, a group¹⁶ of birds swooped down. Each one took a feather in his bill and flew away. The street cleaner's eyes twinkled, and he grinned at¹⁷ the girl's amazement.

"Oh, I see," she repeated weakly. "Thank you." Then turning toward him, she smiled, "I didn't believe" you. It seemed so uncanny." She started on her way, and another bird with a feather in his bill fluttered by.¹⁹

And so it goes. Every so often a stranger encounters the little man in New York's Washington Square, and²⁰ the story is told again. The birds do have a feather merchant, and the people of Washington Square accept him²¹ as naturally as they do the coming of spring. (429)



"The boss phoned while you were out."

By Wits and Wags

BUSINESSMAN: If you spend so much time at golf you won't have anything laid aside for a rainy day.

Golf addict: Won't I? My desk is loaded down with work that I've got put aside for a rainy day.

* * *

"MOTHER," said Charlie, "I'd like to ask you a question."

"Well, what is it, dear?"

"When a lightning bug lightens, why doesn't it thunder?"

* * *

DOCTOR: Your husband must be absolutely quiet. Here's a sleeping draught.

Wife: When do I give it to him?

Doctor: You don't; you take it yourself.

* * *

SHE: I dreamed about the funniest thing last night. Wasn't it a funny dream?

He: How do I know what your dream was about?

She: You ought to know. You were in it.

* * *

CIRCUS MANAGER: What! A little squib like you a wild animal trainer?

Animal Trainer: My small size is the secret of my success. The lions are waiting for me to grow larger.

* * *

DICK: Was that a new girl I saw you with last night?

Jack: No, just the old one painted over.

* * *

YOUNG MAN: I wish to marry your daughter.

Impecunious oldster: Can you support a family?

Young man: Yes.

Oldster: But there are eight of us.

Gulf Stream

ARTHUR T. PIERSON

THERE IS a river in the ocean. In the severest droughts it never fails, and in the mightiest floods it never overflows. Its banks and its bottom are of cold water, and its mouth is the Arctic seas. It is the Gulf Stream.

There is in the world no other so majestic flow of water. Its current is more rapid than the Mississippi or the Amazon, and its volume more than a thousand times greater. Its waters, as far out as the Carolina coasts, are of an indigo blue. They are so distinctly marked that the line of junction with the common sea water may be traced with the eye. Often one-half of the vessel may be perceived floating in the Gulf Stream water, while the other half is in the common water of the sea, so sharp is the line and want of affinity between these waters; and such, too, the reluctance, so to speak, on the part of those of the Gulf Stream to mingle with the waters of the sea.

In addition to this there is another peculiar fact. The fishermen on the coast of Norway are supplied with wood from the tropics by the Gulf Stream. Think of the Arctic fishermen burning upon their hearths the palms of Hayti, the mahogany of Honduras, and the precious woods of the Amazon and Orinoco. (233)

Professional Report

SOME THINGS ARE FREE

Notes for teachers who take full advantage of the opportunity to send for free educational and illustrative material: (1) Companies that produce such aids hope the aids will be popular. They want to put them in the hands of people *who will use them*. (2) Most donors limit their gifts to single copies. If you must have more than one copy, give an explanation. (3) Stocks dwindle rapidly; that is why you will sometimes be told, "Sorry; all out." (4) It is easier to service your postal card, which can be read at a glance, than your letter. (5) Because donors like to classify the inquiries, it is well to say, "I am a teacher of such-and-such in so-and-so high school."

The Grace Log, an attractive magazine published by Grace Lines, featuring articles about South America and many excellent pictures. Geography teachers only, unless

you can be very persuasive. Address: W. R. Grace & Company, 7 Hanover Square, New York 5.

What It Takes to Make an Automobile, a 31-page booklet about the factors of time, material, planning, and specialization that go into mass production. Address: Automobile Manufacturers Association, New Center Building, Detroit.

The Story of Bread, an illustrated 29-page pamphlet that tells the story from the planting of seeds to delivering the loaves. Address: International Harvester Company, 180 North Michigan Avenue, Chicago 2.

Shorthand bulletins, by DR. INEZ RAY WELLS, is the third pamphlet provided by the Ohio State University to Ohio business teachers. First in this unique service was "Some Practical Suggestions for Improving Instruction in Typewriting"; and second, "Typewriter bulletins."

Copies of this new pamphlet are also available to other business teachers who send a stamped, self-addressed envelope to Dr. J. Marshall Hanna, director of business education, Ohio State University, Columbus.

The Magic of Communication, a fine, illustrated pamphlet about the history of the telephone industry and the way a telephone works. Address: Public Relations Department, American Telephone and Telegraph Company, 195 Broadway, New York 7, New York.

On Dress Parade, a colorful review of the variety of Pullman accommodations. It is full of those intriguing "cut-away" sectional views of Pullman roomettes, bedrooms, lounge cars, and similar accommodations. Address: Public Relations Department, The Pullman Company, Merchandise Mart, Chicago, Illinois.

Half an Hour in Eldorado, a booklet of reproductions from the Wells-Fargo collection of materials dealing with pioneer days in the West. The booklet contains pictures of stage coaches, early trains, clipper ships, and other conveyances. Address: Wells Fargo Bank & Union Trust Company, San Francisco.

These booklets are not available in quantity, but a penny postal card that identifies you as a teacher will bring a copy to you at once.



Business Education Index, 1948

*is a subject guide to every
article on business education
published in 1948
in the:*

American Business Education Quarterly
American Business Education Yearbook
Balance Sheet

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Beacons on Business Education
Business Education Observer
Business Education Outlook
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ON THE LOOKOUT

A. A. BOWLE

47 National Electric Products Corporation, Pittsburgh, Pennsylvania, through the new Plug-In Strip provides spread of electrical outlets at either six- or eighteen-inch intervals along the baseboard or chair-rail molding. This Plug-In Strip facilitates the operation of business machines and desk lamps and reduces fire hazards by the elimination of the need for trailing extension cords.

The installation is made by joining standard lengths of the Plug-In Strip. The 24-gauge steel channel and the two No. 12 copper-wire conductors, factory-wired inside the raceway, may be cut to fit any desired location.

48 Model 210 series offset duplicator has been added to the line of Davidson Manufacturing Corporation, 1020 West Adams Street, Chicago 7, Illinois. It is a compact unit designed for multiple-copy systems work and short-run duplicating. Copies can be produced in black or color.

The duplicator is power-driven for automatic operation; can be operated by hand.

49 A new version of the Model 1546 mail scale, manufactured by the Hanson Scale Company, 525 North Ada Street,

Chicago, Illinois, incorporates the new postal rates for air mail, first-class mail, and merchandise.

Scale capacity—2 pounds, measured in 1-ounce graduations.

50 Foremost bookkeeping machines — 500 and 600 Series — has been announced by Remington Rand, Inc., 315 Fourth Avenue, New York 10, New York.

Innovations include a streamlined, non-glare case; finger-grooved, organ-type keys. Optical Lucite covers the register, magnifying all figures for increased visibility. Machines are electrified. Front feed and collation allows "one-procedure" operation.

51 A new secretarial posture chair, declared to be completely adjustable for comfort, is announced by Royal Metal Manufacturing Company, 175 North Michigan Avenue, Chicago 1, Illinois.

The 15- by 15-inch Flexspring seat revolves on a screw stem and rises from 17 inches to a height of 23 inches as desired. The "snap-on" design of the seat top is made for easy and inexpensive replacements.

Complete adjustability is claimed for the back rest, scientifically shaped to fit the curve of the back; handwheels are used to tilt, raise, and move the back rest forward.

52 A new "Scotch" tape edger for applying protective edges to blueprints, posters, and so on, has been introduced by Minnesota Mining & Manufacturing Company, 900 Fauquier Avenue, St. Paul 6, Minnesota. The edger also applies tape to reinforce the fold in sheet music and to bind single pages together in the form of a folder.

Other features include lighter weight, sturdier construction of sand-cast aluminum; permanently lubricated bearings; and automatic self-adjustment for different thicknesses of paper up to one-sixteenth of an inch.